11
4m
.01
753

REYNOLDS HISTORICAL
GENEALOGY COLLECTION

ALLEN COUNTY PUBLIC LIBRARY
3 1833 02885 5556

Gc 929.11 M6954m
First District Normal School
(Kirksville, Mo.)
Catalogue of the First
District State Normal

# CATALOGUE

OF THE

FIRST DISTRICT

# STATE NORMAL SCHOOL

KIRKSVILLE, MISSOURI. Mo.

1900-1901.

UNION LABEL

COMBE PRINTING COMPANY,
ST. JOSEPH, MO.

379 7987 6

2040753

# BOARD OF REGENTS.

## REGENT EX-OFFICIO.

HON. W. T. CARRINGTON.....
.....State Superintendent of Public Schools, Jefferson City

## REGENTS APPOINTED.

SCOTT J. MILLER.....Chillicothe
C. C. FOGLE.....Lancaster
J. W. MARTIN.....Kirksville
GEORGE HALL.....Trenton
S. M. PICKLER.....Kirksville
A. W. MULLINS.....Linneus

## OFFICERS OF THE BOARD.

SCOTT J. MILLER.....President
GEORGE HALL.....Vice-President
J. W. MARTIN.....Secretary
R. M. RINGO.....Treasurer

## STANDING COMMITTEES.

EXECUTIVE: Hall, Fogle and Pickler.

TEACHERS, TEXT BOOKS, COURSE OF STUDY, CATALOGUE AND LIBRARY: Carrington, Mullins, Martin.

Digitized by the Internet Archive
in 2013

http://archive.org/details/catalogueoffirst00firs

## FACULTY, 1900-1901.

JOHN R. KIRK, PRESIDENT..... Pedagogics.
OPHELIA A. PARRISH, A. B... Supervisor of Training School and Assistant in Pedagogics.
B. P. GENTRY..... Latin.
E. M. VIOLETTE, A. B., A. M... History.
JNO. T. VAUGHN, B. S..... Civics.
J. E. WEATHERLY, B. S..... Physical Science.
L. S. DOUGHERTY, M. S..... Biology.
CARRIE RUTH JACKSON..... Assistant in Biology; Teacher of Agriculture.
A. P. SETTLE, B. L..... English.
HALLIE HALL, PH. B., A. M... Assistant in English.
H. CLAY HARVEY, A. B..... Mathematics.
MARY T. PREWITT, M. S. D.... Assistant in Mathematics.
ERMINE OWEN..... Reading and Physical Culture.
M. WINNIFRED BRYAN..... Manual Training and Domestic Art.
FRANCES TINKHAM..... Vocal Music.
..... Drawing.

# PEDAGOGICS.

IN CHARGE OF THE PRESIDENT.

The effort is made to present school management and methods of teaching from the view point of the concrete and practical. Our pedagogical library is fairly well supplied with the reports, catalogues and courses of study of all the important public schools, academies, seminaries and colleges in the State; also an abundance of school laws, institute circulars and other state documents. Students are first of all made as familiar as possible with the gradation and organization of a typical elementary school as exemplified by the Training School Department of the Institution. The classification of educational institutions into elementary, secondary and higher is made as clear as possible. Then the details of actual school organization and gradation are taken up one by one and the reasons discovered why schools exist as they are and why the attempt is made to organize them as they are being organized. The public school course of study is examined in detail. Each student makes out for inspection and criticism a daily program for a public school basing this program on the course of study and the needs of those children likely to be found in the respective classes of a typical public school.

While our students are familiarizing themselves with the nomenclature and principal characteristics of our school system no effort is made to follow any specific text book on School Economy. The students are nevertheless, most of them, in possession of one or more books of their own on School Management and Pedagogy to which they refer from day to day. School laws, catalogues, reports and pamphlets are from time to time handed out to the students and directions given as to preparation on specific topics for recitation and discussion. It will therefore be seen that we are attempting to introduce our students to actual professional life in the most practical way possible.

During the Junior Year one semester is devoted to the study of Psychology. In this subject students are expected to have one or more text books of their own. The class of the past year used Halleck's "Psychology and Psychic Culture;" but even when the students are supplied with text books of their own we find them almost daily culling our pedagogical library for such works as will throw light on the subject matter of the text and for authorities from which to gain supplementary reading matter while preparing special subjects assigned for investigation.

The Senior Class have one semester in History of Education. During the past year no attempt was made to follow any single text book. At the beginning of the semester the teacher of the class consumed several recitation periods exhibiting and describing to the class some of the most attractive volumes in the pedagogical library of the department. Among the volumes thus described for the purpose of exciting interest and curiosity the following may be mentioned by way of illustration:

"Talks on Psychology and Life's Ideals," James; "The Study of Children," Warner; "Horace Mann," Hinsdale; "Educational Reform," Elliott; "History of Pedagogy," Hailman; "Education of the Central Nervous System," Halleck; "Animal Intelligence," Romanes; "Human and Animal Psychology," Wundt; "Psychology and Life," Munsterberg; "Education of the Greek People," Davidson; "Talks on Pedagogics," Parker; "The School System of Ontario," Ross; Rousseau's "Emile;" "Pestalozzi's Life and Work," De Guimp; "Educational Reformers," Quick; "History of Education," Painter; "Art Education," The J. C. Witter Co.; "School Sanitation and Decoration," Burrage and Bailey; and some other readable books and magazines.

Immediately after this series of talks students were given access to the library and without very much specific direction they were authorized to select their own subjects and authorities. After some two weeks of reading and study they presented in the class reviews or papers embodying their ideas of the subjects studied by them. While the class as stated was known as a class in the History of Education it will be seen from the varying subjects selected by them, to be studied and presented in class by them, that the formal and connected history of education did not interest them very much. Perhaps some will say that a class of Seniors in a Normal School should be dealt with more rigidly and systematically; but it was the impression of the teacher and of the class (intelligent people averaging 24 years of age) that our plan was incomparably more interesting and profitable than it would have been to follow any series of lessons in a text book. Guided largely by their own judgment from one to three members of the class presented papers or reviews on each of the following subjects:

"Spartan Education;" "Grecian Education;" "Emile;" "Froebel;" "Pestalozzi;" "The Laboratory in Education;" "The Influence of the Crusades in Education;" "The Jesuits and their Influ-

ence;" "The Jews and Moors in Spain;" "Industrial Education and its History;" "Egyptian Education;" "The Growth of Manual Training;" "Women in Public Life;" "Women of Missouri;" "Education in Rome;" "The Influence of Luther and Melanchthon;" "The Growth of the Kindergarten."

There was throughout the semester a high degree of interest in the daily exercises of the class and while the knowledge gained is conceded to be somewhat desultory it is believed to be of a kind that will not be easily lost. Toward the end of the semester some practice was given in extemporaneous public speaking in the following way: A student having a paper for delivery on a given subject would be notified that on the following day he or she would be expected to give extemporaneously the contents of that paper. It was thus found that they gave very good extemporaneous talks as the outgrowth of several days' reading, study and writing. On other occasions students were called upon to rise without such notice and state to the class somewhat at length the contents of papers and reviews prepared by them. It was thus discovered to be a comparatively easy thing for a representative member of this class to speak 15 or 20 minutes extemporaneously, connectedly and interestingly concerning a subject on which a few days' preparation had been made. One thing is certain: These students begin to know how to use a library. They know where to go for certain information and they know how to use the information when they get it. It will be our purpose next year to follow in all these classes a somewhat similar plan, first enlarging our library a little and then somewhat more perfectly systematizing the plan of work.

## TRAINING SCHOOL.

MISS PARRISH.

Our Training School typifies a small, fairly well organized elementary school of about seventy children. These during the past year worked in six groups: First grade, second grade, third and fourth grades combined, fifth and sixth grades combined, seventh grade, eighth grade. Teachers for these children came chiefly from our Sophomore and Senior classes, a few strong Juniors assisting.

Each group of children had six or seven daily recitations.

The whole number of daily recitations therefore was about forty; The number of students offering to teach during each semester, about eighty; number permitted to teach during a given part of the semester, about thirty; number usually taking observation lessons and other instruction under the Supervisor with a view to preparation for practice, about fifty. A student once being assigned to the instruction of a Training School class in any subject, it was sought to give such student one subject to teach for the full semester if possible so as to afford an opportunity to lead the class systematically through some definite part of the subject.

The empiricism of the inexperienced, though well meaning prospective teacher is often very crude. Many trials are necessary to weed out those who are unskillful and slow to learn, so as to put them in groups by themselves for such instruction as will prepare them for the delicate task they seek to undertake. The good Training School Supervisor knows that teachers are neither born nor made. They have to grow. They have to learn what subjects children should be taught and the relation of these subjects to one another and how one subject may be used to strengthen another. True enough, the "born teacher" learns faster than others; but the system of gradation, the subjects suitable to each grade, the length of lessons, the means of illustration, the manner of government, the books, papers and magazines upon which to draw for daily lesson plans—to all these things the eyes of the inexperienced teacher must be opened.

The distracting and immethodical processes of the novice cannot be tolerated. If the Training School is to be of value to any body the children in it must be well taught. Therefore we are compelled in the outset to select our best Normal School students and permit only such to teach until one by one the alert, industrious, ambitious, inexperienced students can be picked out, instructed and trained for service. Late in the season it was sought to give each prospective graduate opportunity to teach a little, though some had to get along with very little of such teaching and trust to what they could learn from systematic observation and from the direct instruction of the Supervisor.

Our Training School is not yet quite satisfactory to the Supervisor; but a similar state of things exists in about all the good Normal Schools of the country. Methods of conducting Training Schools are nearly everywhere undergoing changes. We are

watching with eager eyes every good thing done in the Normal Schools of other states; we shall be able to do many things better next year than we did during the past year. Our graduates, as a rule, are acquainted with the gradation and organization of good public schools. They know approximately what is done and ought to be done in Arithmetic, Grammar, Geography, Spelling, etc., in each of the grades. Many of our students during the past year had their eyes opened to the fact that children are capable of learning well a great deal more than they are ordinarily permitted to do. This was illustrated by our work in Arithmetic, Reading, Geography, Literature and other subjects. Some illustrations are worth mentioning: Children of the second grade while covering well considerably more than is ordinarily done in the adopted Reader, Arithmetic and other subjects learned a large part of the following stories so as to be able to read them readily or write or tell them with ease and pleasure: Fifty Famous Stories Retold, Baldwin; Brooks and Brook Basins, Frye; Seven Little Sisters, Andrews; Grimm's Fairy Tales; In Mythland, Beckwith; Robinson Crusoe; Stories of Heroes; Poems of Eugene Field.

Our third and fourth grade children now write or tell orally in large part the following stories:

Snowbound; Miles Standish; Masque of Pandora; Rip Van Winkle; Enoch Arden; Ten Boys; Old Stories of the East; Round the year in Myth and Song; Abridged Story of the Iliad.

One of our eighth grade teachers reports the following Literature as taught the children in that grade:

Pictures from English Literature, Hamblin; Sketches from American Authors, Keysar; Merchant of Venice, Shakespeare, supplemented with much of the geography and history of Venice; Idylls of the King, Tennyson; Sohrab and Rustum; Silas Marner; Nature Poems; besides much other Literature woven in with the U. S. History, Geography and other lessons. The seventh and eighth grade classes took Guerber's "Stories of English History" together; the eighth grade recited Merchant of Venice in the presence of the seventh grade and it is known that from merely hearing the recitations in Merchant of Venice the seventh grade have that great classic almost by heart and will require but little time for it next year.

By comparison one may say that these Training School children had about as much work in Literature as the classes in

3 1833 02885 5556

the Normal School. But the children do correspondingly well in other things. They have access to a good library; they have very good equipment for the illustration of Arithmetic; they have the Dodd's Geographical Cabinet and some other supplies for Geography; they take frequent field lessons; they use the literature for the illumination of Geography and History. All these subjects are taught somewhat in relation and each one greatly aids in the understanding of all the others. This is a Training School for the exemplification of right educational processes. We are able to bring to it rich and varied experiences acquired in other localities. We believe it is an essential and highly fruitful department of the Normal School. Through it we hope to work out even better things than have yet been done in any schools of Missouri. In any event we shall keep very close to the best things practiced in the best schools.

## LATIN.

MR. GENTRY.

The Latin course covers four years. The object in view from the beginning is to have students learn to read Latin rather than to translate into English; though much translation is done for the purpose of comparing the idioms of the two languages and also to improve the pupil's knowledge and use of his mother tongue. The three phases of language study, reading, writing and speaking are employed. Thoroughness in the work of the first year being indispensible to success further on, students will not be passed from the beginner's book until it is mastered. During the progress and toward the close of the first year's work such reading matter will be selected as seems best suited to the capacities and attainments of the pupils.

The prose reading in the course includes four books of Caesar, four orations of Cicero and Sallust's War of Catiline. In connection with all of the prose reading much oral and written composition is done. The composition is based on the texts read. Efforts are continually made to induce pupils to form the habit of getting the thought of the Latin by taking the words of the Latin text in their order. Collateral reading in English bearing on the subject matter of the Latin being read will be done.

The Latin poetry in the course includes four books of the

Aeneid, thirty-five of the odes, five of the satires, and the Art Poetica of Horace.

Efforts will be made to associate the rythm of the Latin poetry with the thoughts and feelings which it expresses. To this end passages in both Vergil and Horace that contain the best thoughts will be committed and recited rythmically.

The mythology of the parts read of both Vergil and Horace will be studied from text books on the subject.

Points in Syntax in variance from prose usage will be carefully noted.

The adopted text books are as follows:

1. *First Year's Latin*—Collar and Daniell's First Latin Book, (Ginn & Co.)
2. *Caesar*—Kelsey, (Allyn & Bacon).
3. *Cicero*—Allen & Greenough, (Ginn & Co.)
4. Vergil, Comstock, (Allyn & Bacon).
5. Sallust, Herbermann, (B. H. Sanborn & Co.)
6. Horace, Shorey & Kirtland, (B. H. Sanborn & Co.).
7. New Latin Composition, Daniell, (B. H. Sanborn & Co.)
8. Mythology, Guerber, (American Book Co.)

## HISTORY.

MR. VIOLETTE.

The following courses are chiefly elementary in character. Most of the students will be going over these subjects for the first time. They will be obliged, therefore, to give themselves largely to the gathering of facts and the collection of data. But they will not be confined entirely to this kind of work. In each of the courses the aim will be to reveal the unity and continuity of history. To this end the relations of events to each other, the origin and development of institutions, the causes and results of movements will be given careful study and attention. It is intended by these courses to prepare the student to pursue advanced work in these subjects with profit and advantage.

In addition to the text-books, the student will be directed to the standard works, both general and special, which are to be found in the Normal Libraries. Some use will be made in class of the source extracts published by the Department of History of the University of Nebraska. The student will be required from

time to time to prepare outline maps and to report on topics assigned for special investigation. Class exercises will be conducted by recitations, lectures, and written lessons. The courses are as follows:

1. ANCIENT HISTORY.—This course will cover the period from earliest dawn of civilization to the downfall of the Roman Empire in the West, 476 A. D. The history of the Old East will be passed over rather hastily so that more time may be given to Greek and Roman history.

First semester, Sophomore year, English course.

Text: Myers' Ancient History.

2. MEDIAEVAL AND MODERN HISTORY.—This course will continue the work begun in the Ancient History course, covering the period from the fall of the Roman Empire in the West to the present time. Nineteenth century history will receive special attention.

Second semester, Sophomore year, English course.

Text: Myers' Mediaeval and Modern History.

3. ENGLISH HISTORY.—This course will cover the entire period of English history from the earliest times to the present day. While all phases of the life of the English people will be considered, special attention will be given to the political and constitutional phases.

First semester, Junior year, Latin and English courses.

Text: Green's Short History of the English People.

## CIVICS.

MR. VAUGHN.

POLITICAL ECONOMY.—Students taking the English course have one semester of Political Economy during the Senior Year in which an opportunity is given to familiarize themselves with the elements of the subject. All the elementary text books on Economics will be drawn upon and particular attention will be given not only to those great principles growing out of the law of supply and demand but also to the legislation of various countries bearing upon trade relations and monetary systems of the United States and other countries.

ADVANCED AMERICAN HISTORY AND GOVERNMENT, FOR THE JUNIOR CLASS.—Movements in Europe which led to the Discovery and Settlements on western continent; the planting of the

American colonies and the colonial system of government; struggle between French and English for control of continent shows the necessity for a union; different plans proposed; conflict of the colonists with the mother country; the constitution, the result of a series of compromises of the different plans; First Critical Period in American History—1783 to 1789; Political History of the United States from 1789 to 1861; the acquisition of territory by conquest and treaty.

Treaties; the Institution of Slavery; the Civil War and the period of reconstruction.

Civil Government.—In order to obtain a knowledge of the constitution it is necessary not only to know the history of the colonies down to 1776, but also something of English History for five centuries before its adoption. With this end in view, it will be extremely important to know the history of the Great Charter wrested from King John in 1215; the formation of the House of Commons during the reign of Henry III; the Petition of Right in the reign of Charles I; the revolutions in 1642 and 1688. In this connection particular attention will be given to the charters by which the colonies were governed. Following this, the constitution will be studied from three standpoints: As a whole, analytically and historically.

U. S. History for the Sub-Normal Classes.—A brief and intensive review of U. S. History: Discoveries; settlements, ends in view, failures and causes thereof; different nations attracted to certain localities; early colonial life; experiment in government, schools of practical statesmanship; charters; strength shown by inter-colonial wars; necessity for union; plans proposed; French and Indian War paving the way for independence; the Revolution—causes, immediate and remote; three great campaigns of British, their failure; treaty of Paris; first critical period, interstate controversies, foreign relations, debts, origin of political parties, threats of secession, money theories, etc.; constitution adopted; industrial, commercial and political growth; acquisition of territory; slavery; recent facts.

History and Government of Missouri.—Part of the sub-Normal semester will be given to the intensive study of the history and government of Missouri, at least for those who need it. Text: Rader's History and Civil Government of Missouri.

# PHYSICAL SCIENCE.

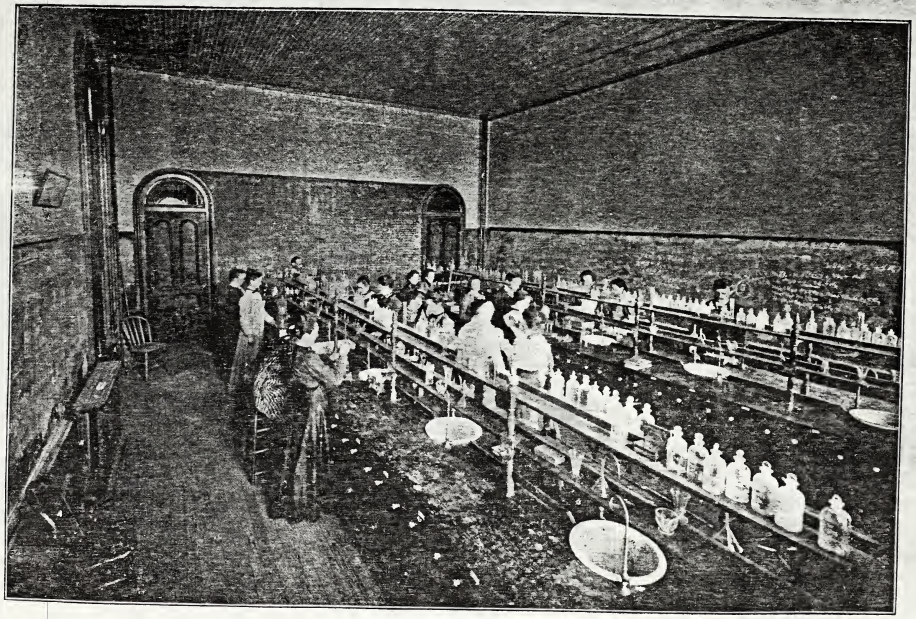
MR. WEATHERLY.

## WORK OF THE PAST YEAR.

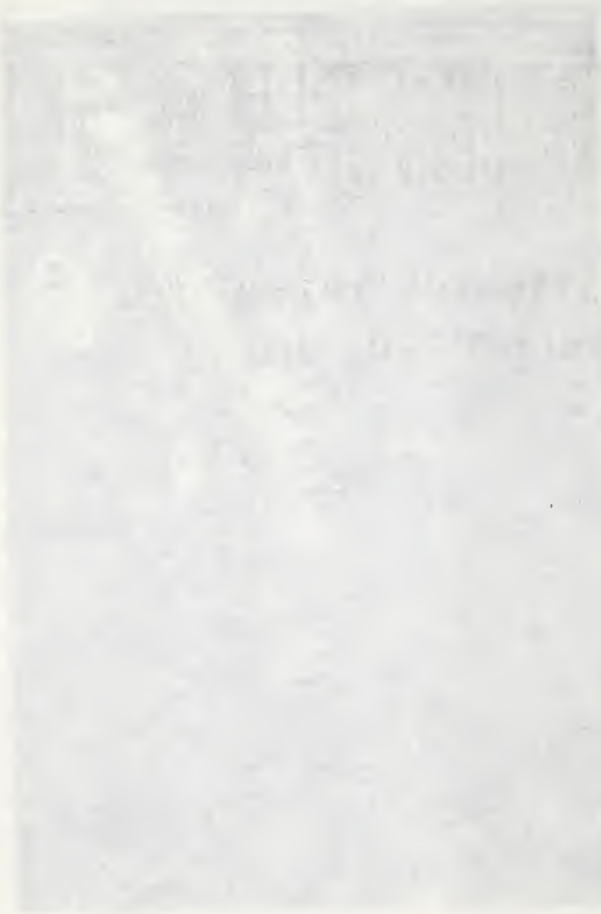
CHEMISTRY.—A new chemical laboratory containing fifty-six lockers has been fitted up in room 19. It is equipped so that each pupil has a set of apparatus. The following reference books have been added during the year: Oswald's Solutions, Oswald's Outlines of General Chemistry, Oswald's Foundations of Analytical Chemistry, Nernst's Theoretical Chemistry, Thorp's General Chemistry (2 vols.), Remsen's Elementary Chemistry, Torrey's Studies in Chemistry, Johnston's Chemistry of Common Life, The Soil by King, and Venable's Short History of Chemistry.

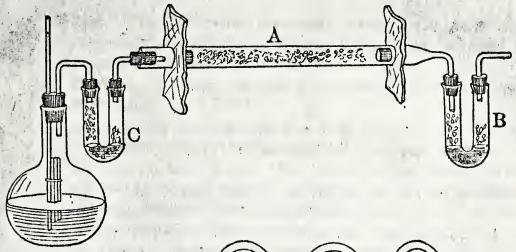
It has been the aim of the work to teach the pupil to use his senses, i. e., to observe accurately, to state facts clearly and completely in notes. The student puts down in his note book the facts observed at the time he observes them. Laboratory work demands decisions. These are to be put in the best form. The mechanical and demoralizing system of note books with "operations," "observations," and "inference" headings has been discouraged. It has been expected of the student that he write down what he does and what he observes in chronological order. Hence the note books have been different. The students are different, the note books should be. *Quantitative work has been the characteristic feature.* The method followed was that of Dr. Torrey of Harvard University. Two members of the class were allowed to work together setting up the apparatus and performing the experiment. Each member of the class was expected to be able to manipulate the bending of glass tubing. During the current year, the class devoted two hours a day five days in a week to the work. About two-thirds of the year was devoted to chemical theory and one-third to the study of individual elements. No text book was used. The class did much reading in the reference books. An estimate of a student's ability was determined by his ability to use an accurate vocabulary of the science; power to discuss logically the experiments; ability to keep an accurate account of experiments, discussions, and notes; power to apply principles to the solutions of new problems presented by experiments, more than upon the result of frequent text examinations.

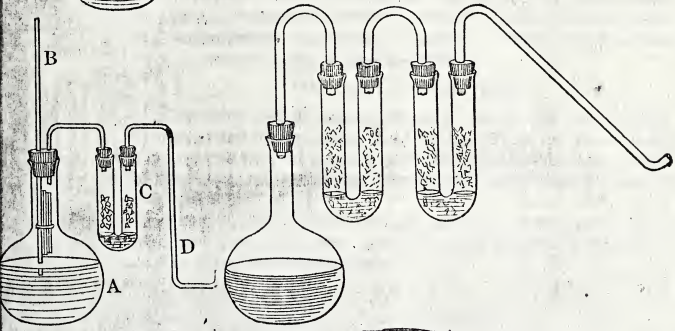
PHYSICS.—Room 9 has been fitted up for a physical labora-

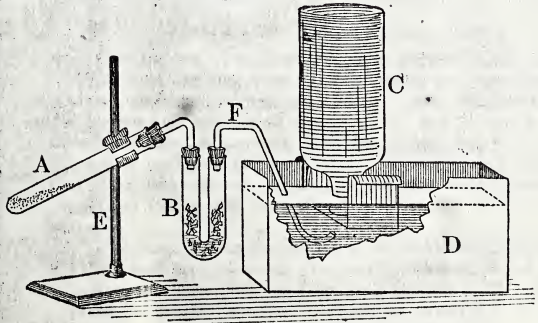


CHEMICAL LABORATORY.






ILLUSTRATIONS OF APPARATUS MADE BY STUDENTS.

tory. The following reference books have been added during the year: Deschanel's Natural Philosophy (4 vols.), Nichols and Franklin's Elements of Physics (3 vols.), Carhart's University Physics (2 vols.), Barker's Physics, Hall and and Bergen's Physics.

Physics has been taught very much in the same manner as Chemistry. About two-thirds of the year's work was taught without a text book. The experiments were performed with simple or "home-made" apparatus as far as possible. Most of the experiments were performed with a view of correct quantitative results. The members of the class made, from such material as may be gathered anywhere without expense, several pieces of "school-made" apparatus. Graphic solutions of problems were introduced when it was possible.

### FOR THE COMING YEAR.

CHEMISTRY.—This subject comes in the Junior year; it constitutes a continuous course of 40 weeks. To do 40 weeks work, it is expected that the student spend 40 weeks in the class. Those entering this subject should have a good knowledge of algebra and geometry.

PHYSICS.—This subject is taken up in the Senior year, and is continued throughout the year. Physics requires a course in mathematics through trigonometry.

---

## NATURAL SCIENCE.

MR. DOUGHERTY AND MISS JACKSON.

PHYSIOLOGY.—The human body is studied as a working organism. Hence the work consists largely of experiments, and of the dissection of various animals closely related to man in structure and function of their organs. The course is distinctively a laboratory course in practical physiology. Colton's Physiology is used as a guide.

The department is supplied with an articulated skeleton, anatomical charts, the Bock-Steger models, and plenty of microscopes.

PHYSICAL GEOGRAPHY.—Tarr's Physical Geography is used as the basis of this work. The work, however, is for the most part done in the field, and in the laboratory. The student is taken to Nature whenever it is possible; when it is not possible

then Nature is brought to the laboratory; for this part of the work much help is afforded by the material contained in our valuable collection of rocks and minerals in the museum.

Much attention is given to Meteorology. The students make daily observations of the clouds, wind, temperature, etc., and record the same.

AGRICULTURE.—The student is first brought to a practical knowledge of living plants, the functions of the parts of a plant, the factors and processes of growth, and the reproduction of plants.

Next a study of the environment of the plant is taken up; this includes: The soil, its origin, structure, composition, and properties; field work to study the soils in *situ*; laboratory work in the analysis of soils; tilling and draining of soils. The subjects of air, heat, light, moisture (which includes the whole subject of weather) are taken up.

Practical study is made of the enemies and diseases of plants and of their prevention and remedies.

BIOLOGY.—The student begins with unicellular organisms and traces the development on up through the more complex forms of plant and animal life through that of mammals. Much field work is done to afford opportunity for the study of plants and animals in their natural environment; of the struggle for existence; distribution of organisms; color and its significance in plants and animals; covering of animals and plants; means of defense and various kindred topics.

The student is required to keep a note-book containing a record of his observations, as well as sketches and drawings wherever possible. Constant attention is given to the methods of presenting the subject to the various grades in the public schools.

We are well equipped for and do work by the laboratory method. We have twenty-eight good microscopes, and tables fitted up in such a manner as to enable us to do up-to-date work.

SCIENCE LIBRARY.—We have within the last year added many valuable recent works in Biological science, and students are required to consult them, and to report their results.

## ENGLISH.

MR. SETTLE AND MISS HALL.

SUB-NORMAL SEMESTER.—Before entering the Freshman year

in English the student must have a practical knowledge of English Grammar and Composition. To this end students not already well grounded in English Grammar will pursue this subject during the Sub-Normal period of five months. They will also have much drill and practice in composition. A knowledge of Mythology being necessary to a proper understanding and appreciation of American and English Literature, part of the Sub-Normal Semester is devoted to the study of Guerber's "Myths of Greece and Rome." When this subject was introduced last year there was considerable opposition to it; but no classes in Literature during the second semester of the year were more popular than those in Myths of Greece and Rome. The book is charmingly written and the stories are such as all lovers of Literature are bound to be interested in and all good students readily learn. The relation of Mythology to our own Literature will be shown by weaving in occasional examples from American and English Literature and showing how the interpretation of these depends upon our knowledge of Mythology.

## FRESHMAN YEAR.

RHETORIC (without a text book).—Classification of sentences as to form, uses, length, etc.; whether correct or incorrect, loose or periodic, etc.; paragraphs, figures of speech.

EXPRESSION.—Concord, clearness, unity, energy, harmony; some study of literary style.

English and American Classics suited to the above; much composition work; during this year students should become familiar with such literature as the following:

Evangeline; Hiawatha; Courtship of Miles Standish; A Hunting of the Deer and Other Papers; Sketch Book; Sesame and Lilies; Vision of Sir Launfal; Snowbound; Ivanhoe; Wonder Book. They should make a critical study of at least one Shakespearean Play; but it is to be understood that neither the teacher nor the class will be handicapped by prescribed rules since some classes need more elementary work than others. The principal purpose of the year's work in Literature is to become as familiar as possible with the more simple and popular American and English Classics and at the same time to acquire a reasonably clear and easy style of expression.

## SOPHOMORE YEAR.

RHETORIC (without a text book).—Much attention to be given

to forms of composition, letters, description, narration, etc.; distinguishing characteristics of prose and poetry. During the first semester sufficient attention to forms of Composition is to be given to enable students to write correctly from habit and to detect readily inaccuracies in the composition of others and to pass somewhat readily upon the character and style of the composition of others. During this semester the work in Literature is to be continued and at least a few such master pieces studied as: Webster's "Reply to Hayne;" Scott's "Lady of the Lake;" The Sir Roger de Coverley Papers; Tennyson's "Enoch Arden" and one or two of the Shakespearean Plays. The second semester of the year is to be devoted to the critical study of Rhetoric with the text book in the hands of the student: Herrick and Damon's Rheoric.

## JUNIOR AND SENIOR YEARS.

So little has been done thus far in the matter of systematizing the English Course that it is deemed inadvisable to attempt to specify the several master pieces for each of these years separately. In so far as such systematizing of the subject can be effected it will be the purpose of the Department to establish approximately the order of procedure and to make the same public at as early a date as possible. It is thought, however, that the work of the Junior year should include a history of American Literature to the present time and entire familiarity with the principal authors and the philosophic grouping of all American Literature. The Senior year will be devoted to the critical and philosophical reading of masterpieces of English Literature for the purpose of giving the student critical acumen, a love for good literature and a quickening of his own mental powers to compose. This course furnishes the student with:

1. A historical description of the condition and tendency of each of the great literary periods.

2. A fair, critical and biographical review of representative authors.

3. A complete specimen of each of these great writers' most finished and famous compositions.

This is intended to include a study of English Literature by epochs. Types of the literature of each epoch are to be studied critically. The literary studies are to include a careful study of the drama, the reading of which should be presented in the study of the origin, nature and classification of the drama; the study

of romantic poetry, including some investigation of its sources and the study of fiction as representing an important type of modern literature.

NOTE.—A reasonable amount of composition, memorizing and original productions will be required regularly in all classes, to the end that the Normal School graduate may ultimately write and speak easily, fluently and clearly, and be able to illuminate his writing and speaking from a ready command of well digested literary master pieces. Thereby he may hope to be a worthy leader of the school children whose teacher he is to be.

## MATHEMATICS.

MR. HARVEY AND MISS PREWITT.

A brief and comprehensive course in Arithmetic is to be given those students of the Sub-Normal semester who are not yet prepared for Algebra. This will consist of a critical study of written Arithmetic about three days in the week and a sharp drill in Mental Arithmetic about two days in the week. Heretofore many students on entering the Normal School have asked permission to pursue two mathematical studies at the same time. It is not deemed wise to permit this. We therefore expect students of Arithmetic first to finish that subject and then take up the Algebra. It should be noticed that Arithmetic is one of the elementary school subjects which is to receive some special attention in the department of Pedagogy during the second semester of the Freshman year. Those people who have got so far along as the Freshman year without an accurate knowledge of Arithmetic and how to deal with it will have a good stirring up toward the end of the Freshman year. One year will be devoted to the mastery of Milne's High School Algebra, the book used in the public schools of the State. Some experiments during the past year have demonstrated the fact that this can easily be done by Normal School students. This does not mean that any teacher will be confined exclusively to this text book; but it does mean that the adopted text book will be mastered and that with this mastery a pretty thorough knowledge of Algebra will be acquired. Students who have other text books should bring them along so that light may be thrown upon the subject not only from the standpoint of the teacher but from all authorities accessible.

In Geometry constructional and inventional work will be introduced. The text will be Phillips and Fisher's Plane and Solid Geometry but much use will be made of other recent text books such as Wentworth's, Wells', Bowser's and others.

The Board of Regents at their recent session, recognizing the importance of Mathematics and aware of the fact that our Mathematical course should be more extensive, voted an additional year of Mathematics but left it to the student's choice whether the same should be pursued this year or not. This additional year's work will embrace Spherical Trigonometry and Analytical Geometry.

Classes for the present will continue to use Crockett's Plane Trigonometry. Text books for the more advanced classes will be determined when such classes are organized.

## READING, VOICE CULTURE AND PHYSICAL CULTURE.

MISS OWEN.

This department is for strictly practical purposes. Its first and most important product is a class of students able to read intelligently and without hesitation the ordinary descriptive and narrative literature of daily life. This means oral reading. It is not to any great extent for dramatic display. It is to break up bad habits such as nasal tones, stammering, unnecessary loudness and conscious imitation of other people's voices and manner. It is to acquaint the student fully with all the elementary sounds of the language, to give him a discriminating ear and by abundant practice to secure for him, so far as possibe, the mastery of pronunciation, articulation and enunciation. It makes the dictionary his close companion. It is ultimately to free him from constraint and from annoying self-consciousness while reading to others just what he sees in the subject matter to be read.

Our students come from a variety of schools, most of them ill-trained in the principles of pronunciation. Their proper training demands scrutinizing care and the utmost alertness on the part of the teacher, and almost endless practice on the part of themselves in order to acquire reasonable skill in expression. Respiration, attitudes and all such essentials to easy and natural delivery are carefully looked after. Vigorous exercises in marching, wand drills and other light gymnastics occur about twice a week.

Outside the regular and systematic exercises in this department, a room was furnished during the past year for basket ball, hand ball and other games. This is the beginning of our gymnasium. The young men and women have organized separately into several basket ball teams. It is practically certain that the health of many students has been preserved by these free, exciting and altogether harmless games. Young ladies especially are encouraged to play on the basket ball teams at least once or twice a week. It is our purpose to increase the facilities for all these games and exercises.

## MANUAL TRAINING AND DOMESTIC ART.

MISS BRYAN.

The object of Manual Training in the public schools is the development of the mind through the education of the hand and eye. It is to familiarize the pupil with tools, materials and processes and to cultivate habits of thoughtfulness and accuracy. It is not to make mechanics or to teach trades, though the bases for many trades are involved. It has as great educational value as any purely mental training ordinarily has. The aim is not necessarily a highly finished piece of work, not necessarily great mechanical dexterity but rather a mastery of underlying principles and logical processes and an intelligent working out of things undertaken. Just so soon as the student is able to turn out a given product in approximately perfect condition just that soon the intelligent teacher of Manual Training directs the student to the construction of something else so as to keep the creative ingenuity of the mind all the time active.

The shop work consists of a series of carefully graded exercises, so planned as to embody many constructive principles, each exercise bringing into play new tools or new uses of the same tools. Tool instruction:

Names and uses of tools, their evolution and improvement through the ages. Care of tools including sharpening.

1. Squaring and planing to dimension.
2. First saw cuts, straight, 60°, 45°, 30°.
3. Use of gauge, repeated saw cuts.
4. Chiseling.
5. Half lap joint.
6. Open mortise and tenon.

7. Straight chiseling and fitting key.
8. Plain mortise and tenon.
9. Plain dovetail.
10. The ship splice.
11. Frame work joint.
12. Simple slip joint.
13. Triple dovetail.
14. The triangle.
15. Half dovetail mortise and tenon.
16. Hidden dovetail.
17. Chamfering exercise.
18. Angular fitting.
19. Secret dovetail.
20. Oblique dovetail.
21. Original project.

It is intended that the work in Domestic Art shall contribute to the ability of the pupil to do with skill many of the things that women in all walks of life are frequently called upon to do. The work is correlated with composition and science in that a history of materials used is a part of the course and pupils are expected to be able to explain and describe operations taught.

## EQUIPMENT.

Needles, thread, yarn, darning cotton, hooks and eyes, emery bags, tape measures, cotton, linen and woolen fabrics.

## COURSE.

1. Overhanding on paper, calico, gingham and muslin.
2. Teaching true bias, including matching of figures.
3. Hemming—paper, coarse muslin, cretonne and the "French" hem.
4. Stitching—running, half back, complete back, overcasting edge, hem basting, slip stitch.
5. Weaving and darning.
6. Felling and overcasting—common and "French."
7. The gusset—gathering.
8. Three ways of sewing on tape—use of each.
9. Button holes and blind stitch.
10. Eyelets.
11. Flannel—sewing and pressing.
12. Patching—plaid patch, matching of plaids, figured patch overhanded.

13. Hemstitching—whipping and sewing on of ruffles.
14. Three ways of darning on cashmere.
15. Pressing.
16. Exercises in embroidery and working out original designs.
17. Drafting—fitting and making garments.

In addition to instruction in bench work and Domestic Art for Normal students, Miss Bryan will organize and supervise sloyd and other elementary Manual Training in the Training School.

## VOCAL MUSIC.

MISS TINKHAM.

All prospective teachers are expected to know at least the rudiments of vocal music. The entire time of a skillful teacher is to be devoted to this subject.

## ART INSTRUCTION.

A competent teacher will be employed and daily classes maintained in drawing. This department will co-operate with and supplement the work in manual training.

"MISSOURI MODEL" FOR RURAL SCHOOL HOUSES.

# TABULAR VIEW OF COURSES OF INSTRUCTION.

## SUB-NORMAL COURSE.

By action of the Board of Regents, June 18th, 1900, the first semester of the Sub-Normal Course is discontinued. This means that students entering this School and needing instruction below the Freshman year, i. e., in Reading, Geography, Arithmetic, U. S. History, Grammar, Physiology, etc, must be able to finish all that work and get started in the elements of Algebra and Literature during a period of five months.

This action of the Regents is fully justified by the experience of the past year, since there were comparatively few students who did not clear up all that was left for them to do in the common school branches during the first five months of their attendance.

## NORMAL SCHOOL COURSES

### FRESHMAN YEAR

#### FIRST SEMESTER.

| LATIN COURSE. | ENGLISH COURSE. |
|---|---|
| 1. Eng. and Am. Classics.....(5) | 1. Eng. and Am, Classics.....(5) |
| 2. Latin (first Latin book).....(5) | 2. Ph. Geography.....(5) |
| 3. Algebra .....(5) | 3. Algebra .....(5) |
| 4. Reading and Physical Culture .....(5) | 4. Reading and Physical Culture .....(5) |
| 5. School Economy.....(2) | Drawing .....(2) |
| Drawing .....(2) | 5. School Economy.....(2) |

#### SECOND SEMESTER.

| LATIN COURSE. | ENGLISH COURSE. |
|---|---|
| 1. Eng. and Am. Classics.....(5) | 1. Eng. and Am. Classics.....(5) |
| 2. Latin (first Latin book).....(5) | 2. Agriculture .....(5) |
| 3. Plane Geometry or Algebra..(5) | 3. Plane Geometry or Algebra.(5) |
| 4. Drawing or Music.....(3) | 4. Drawing or Music.....(3) |
| 5. Specific Lessons in the so called 'common branches".(2) | 5. Specific Lessons in the so called "common branches".(2) |

### SOPHOMORE YEAR

#### FIRST SEMESTER.

| LATIN COURSE. | ENGLISH COURSE. |
|---|---|
| 1. English .....(5) | 1. English .....(5) |
| 2. Latin (Caesar).....(5) | 2. Ancient History.....(5) |
| 3. Biology .....(5) | 3. Biology .....(5) |
| 4. Pedogogy (3) or Practice.....(5) | 4. Pedagogy (3) or Practice....(5) |
| 5. Music or Manual Training..(3) | 5. Music or Manual Training..(3) |

SECOND SEMESTER.

LATIN COURSE.

1. Rhetoric .....(5)
2. Latin (Caesar and Cicero....(5)
3. Biology .....(5)
4. Practice (5) or Pedagogy....(3)
5. Manual Training.....(2)

ENGLISH COURSE.

1. Rhetoric .....(5)
2. Mediaeval and Modern History .....(5)
3. Biology .....(5)
4. Practice (5) or Pedagogy....(3)
5. Manual Training.....(2)

## JUNIOR YEAR

FIRST SEMESTER.

LATIN COURSE.

1. English History.....(5)
2. Latin (Cicero and Vergil)...(5)
3. Chemistry .....(5)
4. Solid Geometry.....(4)
5. Psychology .....(3)

ENGLISH COURSE.

1. English History.....(5)
2. English .....(5)
3. Chemistry .....(5)
4. Solid Geometry .....(4)
5. Psychology .....(3)

SECOND SEMESTER.

LATIN COURSE.

1. American History.....(4)
2. Latin (Vergil).....(5)
3. Chemistry .....(5)
4. Plane Trigonometry.....(4)
5. Graded Schools of Missouri..(2)

ENGLISH COURSE.

1. American History.....(4)
2. English .....(5)
3. Chemistry .....(5)
4. Plane Trigonometry.....(4)
5. Graded Schools of Missouri..(2)

## SENIOR YEAR

FIRST SEMESTER.

LATIN COURSE

1. English Literature.....(5)
2. Latin (Sallust).....(5)
3. Physics .....(5)
4. College Algebra .....(4)
5. Practice (5) or Manual Training .....(2)

ENGLISH COURSE.

1. English Literature .....(5)
2. Pol. Economy (5); or German (5); or Manual Training .....(2)
3. Physics .....(5)
4. College Algebra .....(4)
5. Practice .....(5)

SECOND SEMESTER.

LATIN COURSE.

1. English Literature .....(5)
2. Latin (Horace).....(5)
3. Physics .....(5)
4. History of Education.....(3)
5. Practice .....(5)

ENGLISH COURSE.

1. English Literature .....(5)
2. German (5) or Manual Training .....(2)
3. Physics .....(5)
4. History of Education.....(3)
5. Practice .....(5)

NOTE—Spherical Trigonometry and Analytical Geometry, optional in Senior year.

NOTE—The figures in parentheses indicate the number of recitations per week.

## REMARKS ON COURSE OF STUDY.

1. Students are recommended to take the Latin Course for the reason that professional teachers are called upon for larger resources in language than the English course affords. But they should, nevertheless, consider carefully the whole matter from their respective view points, select one course or the other and pursue it to the exclusion of other things which in any way interfere with its completion.

2. Set up the land marks as you go. It will be found eminently desirable to bring all subjects abreast. The student on entering should attempt as soon as possible to finish the work of some one year in the Latin Course or the English Course. This is desirable for two reasons: First, that one may be in the regular line of promotion so as to articulate easily with the respective classes as advancement is made from year to year; second, one of the most highly gratifying and stimulating agencies of the past year was the class organization. No student or teacher of the past year will ever forget the power and influence of the Sophomore Class, a group of strong men and women, about 100 in number, who met from week to week, had their own organization and their own program, and contributed so much to the assistance of one another and to the strengthening of the student spirit of the entire school.

3. Number of subjects: It will be noticed that the schedule of studies contemplates from three to four subjects each semester requiring preparation and from one to two subjects that may be designated as drills. In no event should a student attempt to have more than five recitation periods daily. Out of these five there should be not to exceed four recitations in subjects requiring preparation. Three subjects requiring preparation give still more satisfactory results.

4. German and Greek: It is intended to give courses in German and Greek as soon as classes of sufficient size demand instruction in these subjects and it is the further intention to encourage the organization of classes in these subjects until there will be at least a four years' course in German and two years' course in Greek. Demand is constantly made on the school for graduates who have the sound scholarship which these subjects help to build up.

# WORKING PROGRAM, SHOWING ORGANIZATION OCT. 27, 1899.

| Teacher and Room | KIRK 20 | RICHARDSON 6 | HALL R. R. | NORTON 8 | PREWITT 5 | WESTLAKE 4 |
|---|---|---|---|---|---|---|
| 8:35 to 9:15 | Freshman Latin 1st Latin Book | Senior English | Sophomore Rhet. | Mid. Sub. Physiol. | Sub. Classics | Sub. U. S. H. |
| | 39 | 30 | 30 | 42 | 19 | 26 |
| 9:20 to 10:00 | Freshman School Economy | Junior English | Sophomore Comp. | Senior Algebra | Sub. Classics | Sub. U. S. H. |
| | 36 | 33 | 17 | 33 | 27 | 27 |
| 10:00 to 10:30 | Thirty minutes for chapel exercises. | | | | | |
| 10:30 to 11:10 | Freshman School Economy | Middle Sub. Grammar | Sophomore Comp. | Junior Solid Geometry | Middle Sub. Algebra | Middle Sub. Civ. Gov't (Hinsdale) |
| | 45 | 47 | 14 | 33 | 36 | 16 |
| 11:15 to 11:55 | Sophomore Pedagogy | Middle Sub. Grammar | Sub. Classics | Freshman Algebra | Middle Freshman Algebra | Middle Sub. Civ. Gov't (Rader) |
| | 44 or 41 | 43 | 17 | 23 | 32 | 37 |
| 11:05 to 1:05 | One hour and ten minutes for hc dinner. | | | | | |
| 1:05 to 1:45 | Junior Psychol'gy | Middle Sub. Grammar | Freshman Classics | Freshman Algebra | Middle Sub. Algebra | Sub. Arithmetic |
| | 28 | 36 | 19 | 38 | 38 | 24 |
| 1:50 to 2:30 | Freshman Latin 1st Latin Book | Freshman Classics | Sophomore Ancient History | Freshman Plane Geometry | Middle Sub. Algebra | Junior English History |
| | 25 | 30 | 37 | 41 | 17 | 13 |

NOTE—The figures show the number in each class on October 27, 1899.

# WORKING PROGRAM, SHOWING ORGANIZATION OCT. 27, 1899—CONTINUED.

| DOBSON 1 | GENTRY 3 | WEATHERLY 9-19 | DOUGHERTY 7 | OWEN E. H. | ROSS 2 | GARWICK A |
|---|---|---|---|---|---|---|
| Junior English History | Freshman Latin | Junior Chemistry | Sophomore Biol. | Sub. R. & V. C. | Mid. Fr. Drawing | |
| 19 | 35 | 32 | 34 | 35 | 36 | |
| Sophomore Ancient History | Sophomore Latin (Cæsar) | | Freshman Physical Geography | Sub. R. & V. C. | Sub. Geog. | |
| 43 | 38 | | 33 | 39 | 23 | |
| Sophomore Ancient History | Mid. Fr. Latin Middle of 1st Latin Book | Senior Physics | Sophomore Biol. | Sub. R. & V. C. | Sub. Geog. | Beginning Music |
| 39 | 32 | 12 | 32 | 27 | 14 | 20 |
| Sub. U. S. H. | Junior Latin (Cicero) | | Sophomore Biol. | Freshman R. & V. C. | Vertical Writing | Sophomore Music |
| 26 | 16 | | 34 | 25 | 20 | 41 or 44 |
| Senior Political Economy | Senior Latin (Sallust) | Mid. Sub. Physiol. | Sophomore Biol. | Sub. R. & V. C. | Sub. Arith. | |
| 18 | 27 | 16 | 35 | 20 | 36 | |
| Mid. Sub. Civ. Gov't (Hinsdale) | Mid. Soph. Latin Middle of Cæsar | Junior Chem. | Sophomore Biol. | Freshman R. & V. C. | Sub. Arith. | Beginning Music |
| 35 | 15 | 32 | 11 | 18 | 28 | 15 |

## TEXT BOOKS.

It is the intention to use in the main the same text books in this Normal School as are used in the public schools of the state, but with this reservation: That new and improved books may occasionally be introduced when the same are manifestly better adapted to the needs of the school than the older ones are.

Students should bring with them all their text-books, since many of their old books not needed for class-room purposes will still be useful for reference.

The adopted books are in the list below and printed in italics:

AGRICULTURE: James, Voorhees, *Bailey.*

ALGEBRA: *Smith*, Wentworth's Shorter Course, *Milne.*

ARITHMETIC: *Milne, Speer.*

ARITHMETIC, MENTAL: *White.*

BIOLOGY: *Boyer.*

BOTANY: *Bergen*, Gray, Youmans, Wood, Bessey.

CHEMISTRY: *Shepard, Torrey.*

CIVIL GOVERNMENT: *Hinsdale, Rader.*

DRAWING: *White, Prang.*

ENGLISH HISTORY: *Green.*

GEOGRAPHY: *Rand-McNally, Natural, Frye.*

GEOMETRY: Wells, *Wentworth, Phillips and Fisher.*

GRAMMAR: Whitney, Conklin, Reed and Kellogg, *Patrick, Southworth and Goddard.*

HISTORY, ANCIENT: *Myers.*

HISTORY, MODERN: *Myers.*

HISTORY AND CIVIL GOVERNMENT OF MISSOURI: *Rader.*

HISTORY OF EDUCATION: *Painter, Quick, Compayre.*

HISTORY OF THE UNITED STATES: *Montgomery*, Barnes, Ridpath, Scudder, McMaster, *Fiske, Morris.*

LATIN: Grammar—*Bennett, Allen and Greenough.* First Year—First Latin Book, *Collar and Daniell*; Second Year—Caesar, *Kelsey*; Composition, *Daniell*; Cicero, *Allen and Greenough*, (two orations); Third Year—Cicero (two orations); Vergil, *Comstock*; Fourth Year—Sallust, Herbermann; Horace, *Shorey and Kirtland*; New Latin Composition, *Daniell.*

LITERATURE: *Blaisdell, Hawthorne and Lemon, Matthews, Painter*, Taine, *Royce*, Welsh.

MUSIC: Not yet adopted.

MYTHOLOGY: *Guerber.*

PENMANSHIP: *Natural System.*
PHYSICS: *Hall and Bergen, Gage.*
PHYSICAL GEOGRAPHY: *Tarr.*
PHYSIOLOGY: Carpenter, Martin, *Colton*, Baldwin, Stowell.
PSYCHOLOGY: *Halleck, Roark.*
RHETORIC: Herrick and Damon.
TRIGONOMETRY: *Crockett.*
ZOOLOGY: *Holder, Colton*, Packard, Orton.

## DIPLOMAS AND CERTIFICATES.

Certificates of advancement signed by the President are given to those who complete the Freshman Year in either the Latin Course or the English Course; also to those who complete the Junior Year.

To those who complete the Sophomore Year in either the Latin Course or the English Course the "Elementary Certificate" is given showing the course completed. This Certificate authorizes the holder to teach in any county of Missouri for a period of two years from date.

To those who complete the Senior Year in either the English Course or the Latin Course the diploma of the school is given designating the course completed.

This diploma authorizes the holder to teach in any public school of Missouri during life, if not revoked for cause.

## GRADUATE COURSE.

### MASTER OF SCIENTIFIC DIDACTICS.

This diploma will be issued to such graduates as teach successfully for three years after graduation and complete a course of reading such as the one designated below.

Each applicant shall submit satisfactory proof of such course of reading as well as evidence of successful teaching, all of which shall be considered and passed upon by the President and Faculty. Each applicant shall also submit a thesis of from 4,000 to 5,000 words on some educational subject, both subject and thesis being approved by the Faculty. In view of the abundance of new educational literature candidates for graduation in June, 1901, are recommended to submit reviews of one or more of the recent publications on some pedagogical subject. Candidates for this degree must send to the President of the Faculty

their theses or reviews and evidence of the course they have pursued at least four weeks before Commencement. They must be present Commencement Day to receive their diplomas, unavoidable circumstances alone excusing them. The following course of reading is recommended:

1. Buckle's "History of Civilization in England," or Draper's "History of the Intellectual Development of Europe," or Leckey's "European Morals."

2. Klemm's "European Schools," or Davidson's "Education of the Greek People," or Quick's "Educational Reformers."

3. McLellan and Dewey's "Psychology of Number," or Hinsdale's "Teaching the Language Arts," or Froebel's "Education of Man."

4. Greenwood's "Principles of Education Practically Applied," or Sully's "Teachers' Hand Book of Psychology," or Parker's "Talks on Pedagogics."

5. Rosenkranz's "Philosophy of Education," or "Spencer's "Education," or James's "Talks on Psychology and Life's Ideals."

6. Halleck's "Education of the Central Nervous System," or Romanes's "Animal Intelligence," or Warner's "Study of Children.

7. Burrage and Bailey's "Sanitation and Decoration," or Kotelmann's "School Hygiene," or McArthur's "Education in its Relation to Manual Industry."

8. Froebel's "Pedagogics of the Kindergarten," or one year's reading of "The Educational Review," or one year's reading of The J. C. Witter Co.'s "Art Education.

9. Baldwin's "School Management and School Methods."

## LIBRARIES.

Our General Library, consisting of some three thousand standard works of Science, Poetry, Fiction, Art and History, is thrown open from 8:00 a. m. to 3:30 p. m. daily. Students are permitted to enter this Library at will, select such books as they desire to read and use the large Assembly Room or Chapel as a Reading Room, returning the books to the library when done with them. When books are taken out to be carried farther than the Reading Room a record is made of the fact.

## A NEW FEATURE.

During the past year a small special library was placed in each of the regular recitation rooms; also in the Training School Department. These special libraries contribute in a high degree to the efficiency of the several departments.

## LITERARY SOCIETIES.

Among the students four Literary Societies are maintained, the Philomathean, Senior, Zetosophian and Websterian Debating Society. Their meetings are held on Friday night or Saturday night of each week in well lighted halls. These societies are placed, so far as possible, on a self-governing basis and membership made optional with the student. The first three societies have been organized for many years and have such membership as to crowd their large halls to the utmost during the greater part of the year. The Websterian Debating Society is composed of about thirty young men chiefly in the Freshman year. The first three societies have exercises of many varieties including debates, orations, essays, declamations, music, etc. The Websterian Debating Society confines itself chiefly to extemporaneous debates and orations. All students above the Freshman year are recommended to join one of these societies, yet it is not deemed advisable to make membership in any society compulsory since the daily exercises in the Departments of Reading, History, Civics, Literature and Pedogogy cover almost all varieties of exercises which can be given in a Literary Society and it is held that the foundation for all really valuable society work and other public exercises must first be laid in the more systematic and thorough instruction of the classes in these and other departments of the institution. During the coming year students will be encouraged to organize additional debating societies similar to the Websterian for there seems to be no doubt that the class of young men of whom this Society was composed profited far more by the work done in their Society than they would have done by membership in the other societies. This will not in any sense militate against the three old societies. They will continue to have a very large membership, sufficient beyond doubt to crowd their halls to the utmost.

## DICIPLINE.

During the past year the school was put upon a self-governing basis. Our students are understood to be men and women whose purposes are well settled, who have no time to lose, who have their life work mapped out before them. We have no spying upon students' conduct and no checks or deportment marks for those trifling delinquencies which are liable to occur among the best of students. All students are put upon their honor. They are requested to behave in the presence of the President and Faculty just as they would do in the absence of such persons. In passing from room to room and in the Assembly Room, excepting during exercises, students are encouraged to engage in quiet and pleasant conversation; they are made to feel as free from constraint as possible. It is thus found that the students themselves take much pride in the good discipline of the School. Disorder disturbs them as much as it disturbs the Faculty. They feel, as they have a right to feel, that they and the Faculty together build up the moral tone of the institution. This constitutes the governing power. Ours is a discipline of self-control. It is a purely democratic plan of government. It relieves the Faculty of innumerable petty duties, appeals constantly to the manly and womanly pride of the students and renders the school a pleasant place. These students have a future of great promise. They realize this fact. They expect to control others. They are to be the teachers of Missouri. "He who would govern others must first learn to govern himself."

## MEDALS.

THE R. M. RINGO MEDAL.—For the best original oration, R. M. Ringo, Treasurer of the Board of Regents, awards annually a $20.00 Gold Medal; but competition for this medal shall be confined to those holding membership in one of the Literary Societies and also membership in one of the three highest classes of the school, i. e., Sophomore, Junior or Senior, and whose graduation with the class is regarded as practically settled at the time of the contest. The number of contestants and the manner of their selection shall be determined by the Faculty. The date of this contest shall be during the third week before Commencement.

THE LIBRARY PRIZE MEDAL.—There will be awarded a $15.00 Gold Medal for the best declamation given by any student below

the Senior year; but no one shall be admitted to this contest who is not regularly enrolled in a Literary Society and in one of the graduating classes and whose record at the time of the contest does not point with certainty to graduation with his class. The date of this contest shall precede that of the oratorical contest; but the specific date of the same and the method of selecting the contestants shall be determined by the Faculty.

During the past year three prize medals were awarded: The R. M. Ringo Medal for the best oration was won by Mr. Enoch Seitz; the W. T. Baird Prize Medal for the best declamation by a young lady, by Miss Eloise Duty; the Library Prize Medal, by Mr. M. D. Boucher.

2040753

## THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

The Young Men's Christian Association of the institution has been in existence since 1895. Its purpose is to maintain a high moral character and in every way to promote Christianity among the young men of the school.

Devotional exercises are held every Sunday afternoon. From time to time special missionary meetings are held jointly with the Young Women's Christian Association. Classes for a systematic study of the Bible meet once a week.

During the last semester a Y. M. and Y. W. C. A. reading room was fitted up. This room is provided with the best daily papers and other choice current literature, and is open on school days for the benefit of all students. An information bureau has been established with headquarters at the above mentioned reading room, which is on the second floor of the building. The object of this bureau is to assist new students in securing satisfactory boarding places, and to give them such information as they may desire, also introducing them to friends and rendering them various other acts of kindness.

The Association will conduct a series of excellent lectures and musical entertainments at such prices as will be within reach of all. Much good was derived from the course the past year, and every one was well pleased. The entertainments were as follows: Dr. S. P. Henson, "Backbone;" Max Bendix Concert Company; Ex-Gov. "Bob" Taylor, "Love, Laughter and Song;" Park Sisters' Concert Company; Dr. McIntyre, "Buttoned up People."

All letters addressed to President of the Normal Y. M. C. A. will receive prompt attention.

## CONDITIONS OF ADMISSION.

1. Male applicants must be at least 16 and females 15 years of age.

2. Those seeking admission for the first time must present satisfactory evidence of good moral character. A letter from the county commissioner or persons of well known integrity will be sufficient.

3. Those coming from other institutions of learning must submit satisfactory evidence of having been honorably discharged.

4. Standing obtained recently in High Schools, Academies and Colleges on the approved list of the University will be accepted by this Institution.

5. All students are requested to bring with them their grade cards, certificates, diplomas and other documents showing their standing in schools heretofore attended by them. These documents facilitate the work of classification.

6. Each applicant for enrollment in the School signs a "declaration of intention to follow the profession of teaching in the public schools of the State."

## TWO DAYS FOR CLASSIFICATION.

The President and the Faculty will be at the Normal School building at 8:00 a. m. Monday, September 3rd, and Tuesday, September 4th, for the purpose of enrolling and classifying students. All resident students are requested to visit the President's office for the purpose of classification on Monday, September 3rd. Non-resident students will be expected to reach Kirksville some time during the day Monday, September 3rd, and secure their boarding places. They should present themselves for classification on Tuesday, September 4th. On Wednesday, September 5th, recitations begin and will run on schedule time, 40 to 45 minutes for each recitation.

## EXPENSES.

Expenses are from $25.00 to $40.00 per quarter. This is the total cost of board, light, fuel, books and incidental fee for ten weeks. Board costs $2.00 to $3.00 per week. This includes furnished room, light and fuel. Good homes in private families can always be secured.

A great many students rent rooms and board themselves at from $1.00 to $2.00 per week. For this purpose either furnished or unfurnished rooms can always be secured at comparatively low rates. Many of our very best students board themselves or board in small groups.

The tuition is free. There is an incidental fee of $5.00 for a half term of ten weeks or $8.00 for a semester of 20 weeks. The payment of the incidental fee to the Treasurer secures for the student a right to enter the classes of the institution. In no case will the incidental fee be refunded.

Students should bring with them all their books for reference and for class room use.

We have from 75 to 80 daily recitations. Students prepared to enter the Normal School at all will find classes adapted to their purposes. Persons wishing to engage board or rooms or needing information of any kind pertaining to the school should address the President, Kirksville, Missouri. Ladies coming alone will be met at the depot and boarding places found for them if they will send notice of the hour of their arrival.

## BEST TIME TO ENTER.

Students are specially urged to be present at the beginning of the year if possible. They thus secure a better understanding of the nature of their work. They are more certain of a satisfactory classification. Their presence at the beginning contributes much to the satisfactory arrangement of the program, since the program is made up in view of the wants of those students who are present at the beginning.

## COME TO STAY.

It is helpful to attend any good school even for a short time; but the demand for thoroughly educated teachers is becoming very great. Educational agencies are enormously multiplying. Strong, resourceful, scholarly teachers are wanted; desultory, piece-meal education can not produce such teachers. Sound education is not made up of chips and whetstones. Lay your plans, look ahead. If you are starting to school for the first time come to stay all the year. Our best students lay their plans reaching far into the future so as to attend for a series of years. This is, the best way.

## ARTICULATION WITH THE STATE UNIVERSITY.

(FROM CATALOGUE OF UNIVERSITY.)

"Graduates of the three State Normal Schools in the advanced Latin course of study as recently established will be admitted to the University without examination and be permitted to enter without condition the Freshman Class in the A. B. and B. S. courses in the Academic Department, and the Freshman class in Engineering. They may also enter the Departments of Law and Medicine, and the School of Agriculture, and the School of Mines at Rolla. In any course, they may enter as much higher than Freshman as in the judgment of the professors their qualifications permit." By recent arrangement our students secure advanced standing in several subjects.

## GENERAL REGULATIONS.

Students are required to comply with the following and with such other regulations as the Board of Regents, President and Faculty may, from time to time, make known.

1. Unless excused for cause students are expected to be present at all general exercises of the School and must be present at every regular recitation and perform faithfully the duties assigned them.

2. No student shall discontinue a study except for good cause of which the Department teacher and the President of the Faculty shall be the judges; but the classification of students and their re-classification after sickness, absence or other unavoidable causes is strictly within the function of the President.

3. Students are prohibited from attending billiard rooms, pool rooms and other similar places of resort; but during the past year it was not necessary to call attention to this rule and it is not known that the rule was violated.

4. Students leaving school without being regularly excused by the President will be considered suspended.

5. All special privileges and excuses granted or required by these regulations must be obtained from the President of the Faculty or from such person or persons as may be designated by him.

## SPECIAL DIRECTIONS.

1. All books, wraps, hats, caps, over-shoes, umbrellas, etc.,

should be plainly marked by the owners thereof so as to be known wherever found.

2. The city residence of every student is required at the office. In case of change report should be made at once.

3. Every case of sickness should be reported promptly at the office. When any student is taken sick he or she is specially requested to send word to the office. The President and Faculty will thus be able to contribute much to the relief of students.

4. Reasons for absence from school or from any class are to be presented at the office before entering the class.

5. Regular Faculty meetings occur at 3:00, p. m., Mondays during the school session. Students should arrange their business with the Faculty to correspond to this time.

## STATISTICS, 1899-1900.

| | MALES. | FEMALES. | TOTAL. |
|---|---|---|---|
| Enrollment | 372 | 370 | 742 |
| Training School | 43 | 49 | 92 |
| Grand total | 415 | 419 | 834 |

### OCCUPATIONS REPRESENTED.

| | |
|---|---|
| From the farm | 70 per cent. |
| Mercantile pursuits | 10 per cent. |
| Professional other than teaching | 10 per cent. |
| All others | 10 per cent. |

### LOCALITY.

| | |
|---|---|
| Number of counties in First Normal District | 44 |
| Number of counties in the district represented | 38 |
| Number of counties outside of the district represented | 7 |
| Total number of counties represented | 45 |
| Number of students from Missouri | 722 |
| Number of students from other states | 20 |

### MISCELLANEOUS.

| | |
|---|---|
| Total enrollment of school | 834 |
| Proportion who defray their own expenses | 60 per cent. |
| Proportion who have taught before entering | 35 per cent. |

### ENTERED AND GRADUATED.

| | |
|---|---|
| Total number of Alumni | 496 |
| Total number of graduates in the Elementary course | 1,045 |
| Total number of graduates in all the courses | 1,619 |

## COUNTIES IN THE DISTRICT REPRESENTED.

| | | |
|---|---|---|
| Atchison. | Gentry. | Nodaway. |
| Audrain. | Holt. | Putnam. |
| Adair. | Harrison. | Pike. |
| Boone. | Howard. | Platte. |
| Buchanan. | Knox. | Randolph. |
| Charlton. | Lewis. | Ray. |
| Clark. | Lincoln. | Ralls. |
| Callaway. | Linn. | Schuyler. |
| Caldwell. | Livingston. | Scotland. |
| Carroll. | Montgomery. | Shelby. |
| Daviess. | Monroe. | Sullivan. |
| DeKalb. | Macon. | Worth. |
| Grundy. | Marion. | |

## COUNTIES REPRESENTED THAT ARE NOT IN THE DISTRICT.

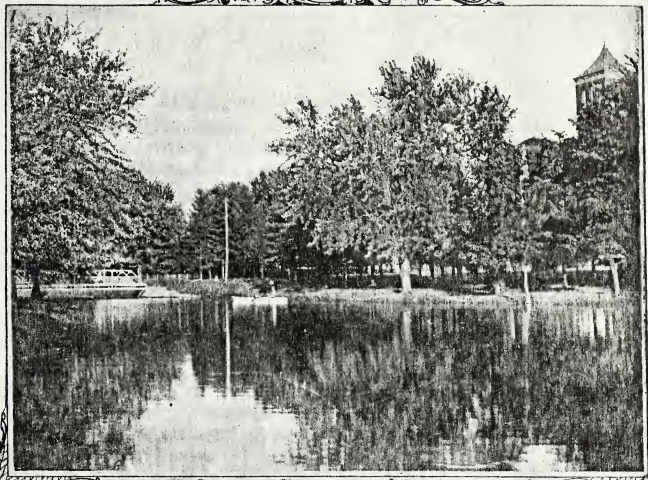
| | | |
|---|---|---|
| Cass. | Pettis. | Wayne. |
| Franklin. | St. Louis. | |
| Jefferson. | Texas. | |

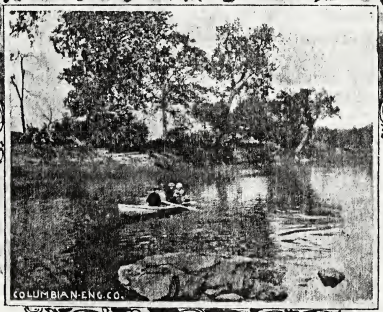
## STATES REPRESENTED.

| | | |
|---|---|---|
| Illinois. | Missouri. | Pennsylvania. |
| Indiana. | Montana. | South Dakota. |
| Michigan. | Nebraska. | |
| Mississippi. | Ohio. | |

## Attendance in Normal Department Since Organization.

| YEAR. | PUPILS. |
|---|---|
| 1868—First year | 140 |
| 1869—Second year | 203 |
| 1870—Third year | 3 3 |
| 1871—Fourth year | 321 |
| 1872—Fifth year | 434 |
| 1873—Sixth year | 470 |
| 1874—Seventh year | 668 |
| 1875—Eighth year | 709 |
| 1876—Ninth year | 627 |
| 1877—Tenth year | 592 |
| 1878—Eleventh year | 534 |
| 1879—Twelfth year | 468 |
| 1880—Thirteenth year | 513 |
| 1881—Fourteenth year | 492 |
| 1882—Fifteenth year | 4 1 |
| 1883—Sixteenth year | 446 |
| 1884—Seventeenth year | 501 |
| 1885—Eighteenth year | 475 |
| 1886—Nineteenth year | 405 |
| 1887—Twentieth year | 421 |
| 1888—Twenty-first year | 490 |
| 1889—Twenty-second year | 505 |
| 1890—Twenty-third year | 520 |
| 1891—Twenty-fourth year | 560 |
| 1892—Twenty-fifth year | 596 |
| 1893—Twenty-sixth year | 606 |
| 1894—Twenty-seventh year | 562 |
| 1895—Twenty-eighth year | 620 |
| 1896—Twenty-ninth year | 623 |
| 1897—Thirtieth year | 719 |
| 1898—Thirty-first year | 737 |
| 1899—Thirty-second year | 739 |
| 1900—Thirty-third year | 742 |






UPPER VIEW—LAKE IN NORMAL CAMPUS. LOWER VIEW—SCENE ON CHARITON RIVER.

# ALUMNI.

## OFFICERS OF ALUMNI ASSOCIATION.

C. S. BROTHER, President.....Kirksville
J. SHELBY MADDOX, Vice-President.....Columbia
IDA FINNEGAN, Secretary and Treasurer.....Kirksville

## POST-GRADUATES.

DEGREE—MASTER OF SCIENTIFIC DIDACTICS.

1874—*O. P. Davis.
1875—*W. E. Coleman, W. N. Doyle, C. B. Daughters, J. C. Stevens.
1876—J. U. Barnard, W. H. Baker, C. W. Bigger, Thomas C. Cloyd, J. M. White.
1878—J. E. Chandler, Ada C. Oldham, C. W. Thomas.
1879—Jennie Burton, G. W. Cullison, Ella Carothers (Mrs. Dunnegan) W. T. Carrington, N. B. Henry, Maggie Thompson (Mrs. Henry), E. E. Hollipeter, R. S. Iles, A. R. Orr, W. H. Vaughn.
1880—John Barton, Julia Lester (Mrs. Bosworth), Manlove Hall, John R. Kirk, Lowa Phelps (Mrs. Murdy), F. P. Primm, Thos. E. Sublett, Serelda Gilstrap (Mrs. Thomas).
1881—J. C. Dooly, *S. D. Ellis, C. L. Ebaugh, H. McGarry, *C. M. Polley, G. A. Smith.
1882—A. B. Carroll, J. A. Guttery, J. S. McGhee, I. N. Matlick, Flo. Northup (Mrs. Scheurer), Duke E. Wright (Mrs. Herron), W. E. Tipton, A. B. Warner.
1883—T. S. Cox, C. F. Foster, W. B. Holloway, Lulu Sharp (Mrs. Corley).
1884—W. B. Anderson, Olivia Baldwin, S. A. Conway, F. W. Guthrie, Charles Riggle, R. R. Steele.
1885—Cora Baldwin, Seldon Sturges.
1888—H. C. Long.
1889. Aven Nelson.
1892—Wm. D. Grove, Mary Trimble Prewitt, F. A. Swanger.
1893—Adaline Bell, Frank Wisdom Hannah, Marguerite Pumphrey (Mrs. Smith, Walter H. Payne, Louise M. Trimble, John A. Whiteford.
1894—R. B. Arnold, C. W. Bowen, Fannie Gentry (Mrs. Lobban).
1896—Minnie Brashear, W. L. Riggs, J. H. Grove, J. H. Koontz.

1897—Fanny K. McCoy, Sophia C. Watson.
1899—Z. Fletcher Wharton.
1900—A. B. Coffee, Geo. M. Laughlin, G. W. Pendergraft, A. P. Vaughn, Annie M. Wood.
*Deceased.

## GRADUATES.

DEGREE—BACHELOR OF SCIENTIFIC DIDACTICS.

1872—W. N. Doyle, *O. P. Davis, W. F. Drake, I. N. Matlick, *Vincent Stine, J. T. Smith, Sheldon Sturges, J. C. Stevens.
1873—C. W. Bigger, *W. E. Coleman, C. B. Daughters.
1874—W. H. Baker, J. U. Barnard, G. W. Cullison, Thomas C. Cloyd, Sue Forsythe (Mrs. Eaton), Helen M. Halliburton (Mrs. McReynolds), Julia Lester (Mrs. Bosworth), *Emma Thompson (Mrs. Hannah), J. M. White.
1875—J. R. Bradley, Jennie Burton, B. T. Hardin, R. S. Iles, *A. H. Jamison, J. S. McGhee, J. S. McPhail, A. R. Orr, F. P. Primm, Lizzie Roe (Mrs. Carpenter), C. W. Thomas, Alta R. Westcott (Mrs. McLaury).
1876—John Barton, J. F. Chandler, Sallie O. Callaway (Mrs. Larkins), W. T. Carrington, W. B. Ferrill, N. B. Henry, E. S. Harpham, E. O. Larkins, Ada C. Oldham, Lowa Phelps (Mrs. Murdy), H. C. Rutherford, *Minnie Smoot, O. M. Thompson, Maggie Thompson (Mrs. Henry).
1877—Ella Carothers (Mrs. Dunnegan), Irene Cumberlan, Serelda Gilstrap (Mrs. C. W. Thomas), E. E. Hollipeter, W. D. Oldham, R. V. Seward, W. H. Vaughn, E. H. Walker.
1878—Anna Baldwin (Mrs. G. W. Sublette), J. C. Dooley, *S. D. Ellis, Charles L. Ebaugh, *H. A. Fink, Rebecca E. Hubbell, Manlove Hall, John R. Kirk, H. McGarry, *C. M. Polly, G. W. Sublette, Thomas E. Sublette.
1879—W. B. Baker, Cora B. Baldwin (Mrs. Hastan), A. O. Daman, Addie M. Green (Mrs. Britton), Rice Knox, R. E. Oldham, C. P. Perham, G. A. Smith, A. B. Warner, Z. F. Wharton.
1880—I. F. Atterbury, Olivia A. Baldwin, A. B. Carroll, C. E. Foster, J. A. Guttery, T. L. Herbert, H. Johnson, Flora Northup (Mrs. Scheurer), *S. H. Soper, W. E. Tipton, Edmonia D. Wright (Mrs. Herron).

1881—W. B. Anderson, T. S. Cox, Ada M. Greenwood (Mrs. McLaughlin), E. H. Hatch, W. R. Holloway, W. F. Link, R. B. Louden, L. S. Mitchell, R. F. Sallee, D. D. Sayer, Lulu B. Sharp (Mrs. Corley).

1882—J. O. Allison, Nellie Bagg (Mrs. Glaize), S. A. Conway, Ida Frankland, W. F. Guthrie, J. L. Holloway, J. W. Jones, C. Riggle, A. R. Steele.

1883—J. S. Erwin, Annie Dysart, Aven Nelson, L. I. Owen (Mrs. Mitchell), J. N. Pemberton, Mary T. Prewett, Lottie Spencer (O'Neil).

1884—R. W. Barrow, J. D. Brown, B. F. Carroll, S. A. Crookshanks, Miriam Davis (Mrs. Mitchell), Mary Griffith, J. H. Grove, J. F. Holliday, R. E. Johnson, H. C. Long, W. H. Miller, Libbie K. Miller (Mrs. Traverse), Carrie Randall (Mrs. Thwing), H. B. Shain, Mamie Sharp (Mrs. Simpson), F. A. Swanger, Nettie Willard (Mrs. Hovey)

1885—R. B. Arnold, R. E. Barnard, N. M. Boyd, C. C. Childress, Silas Dinsmoor, W. W. Griffith, W. D. Grove, Mary Howell (Mrs. Finnegan), Allie Link (Mrs. Whitacre), O. M. Mitchell, F. M. Patterson, Fannie Riggs (Mrs. Long), Isom Roberts, J. J. Steele.

1886—S. P. Bradley, A. J. Bradsher, J. J. Brummett, Jennie Edwards, Ella Evans, Kate Funk (Mrs. Simpson), Nannie Garrett, Fannie Graer (Mrs. J. W. Martin), G. M. Holliday, Etta L. Johnson (Mrs. Kiggins), A. E. Kennedy, C. M. Kiggins, May L. Northcutt (Mrs. Locke), L. M. Phipps, Stacey G. Porter (Mrs. Miller), W. T. Porter, A. L. Pratt, J. F. Pratt, *I. A. Price, J. A. Pulliam, Paul Sanford, J. M. Simpson, Minnie Smith (Mrs. Fowler), T. J. Updyke, J. J. Watson, J. D. Wilson.

1887—G. Bellamy, Adaline Bell, Charles Cornelius, Mollie Chambliss, W. B. Edwards, Andrew Erickson, G. W. Fisher, Georgia Funk (Mrs. Meyers), Ella Funk, Mattie Hannah (Mrs. Humphreys), U. G. Humphreys, A. L. Holliday, W. L. Holloway, G. E. Jamison, Nannie Key (Mrs. Dufur), Eugene C. Link, E. D. Luckey, C. K. McCoy, Geo. F. Nason, Marguerite Pumphrey (Mrs. Smith), Bell Plumb, Walter A. Payne, Ella Rolofson, Laura Seals, *Ida Thompson (Mrs. Price).

1888—E. E. Barnett, H. S. Bruce, Mollie Chancellor, E. L. Cooley, Lisse Funk, George R. Funk, Sallie Gex (Mrs. Roberts),

H. C. Harvey, Morgan H. McCall, Fannie Mackoy, A. L. McKenzie, Lulu Patterson, Marie W. Patterson, D. L. Roberts, Prudie Risdon (Mrs. Tillery), Mollie Reed (Mrs. Cooley), Minnie Reed, S. M. Snodgrass, Alma Smith (Mrs. J. B. Dodson), *Pauline C. R. Stone (Mrs. Rozelle), Eva White.

1889—Isabel Ellison (Mrs. Vinsonhaler), Wm. Eiring, Fannie Heald, C. W. Haman, Frank Hannah, E. T. Hubbard, Genie Nolan, George H. Owen, Lucy Patterson (Mrs. Motter), W. L. Riggs, Ella Woods, W. W. Walters.

1890—J. T. Aldridge, Emma Ammerman, C. W. Bowen, Julia B. Ellison (Mrs. Hill), Charles Eiring, Fannie Gentry (Mrs. Lobban), Sue Greenleaf, George Gex, Nina Heald (Mrs. McClure), Lizzie Harvey, Emma Poe, Adelia Richmond, Louise M. Tremble, John A. Whiteford, Emily Watson.

1891—Geo. Finley Burton, E. O. Doyle, C. P. Guthrie, Jennie Green, Mary Gerard, J. C. Hennon, Kate Hammond, Lillian H. Heald (Mrs. Richmond), Blanche Heiny, W. A. Muir, Rosa Patterson (Mrs. West), J. E. Petree, Allie Ross (Mrs. Suggett), Ida Stafford (Mrs. Geo. F. Burton, C. A. Savage.

1892—Catherine Allen, Minnie Brashear, Ruby Dorothy Bowen, Jennie E. Cole, Robert Lee Eberts, Nellie Mathilda Evans, Thomas Alonzo Hays, Cassandra Emma Hubbard, Evan Richard Jones, Mattie May McCall, Louis Edward Petree, Geo. Arthur Radford, Oliver Stigall, *Caddie Smith, Lundy Byron Smith, Lida Athleen Shultz, Ellen Eliza Van Horne, Sophia Campbell Watson, Anna Stafford Western.

1893—Charles Bagg, Della Baird, L. Alice Bond (Mrs. Christie), Clarence Alva Blocher, *Margaret Crawford, Allie Davis, Mae DeWitt (Mrs. Hamilton), Martha DeWitt, Emeline Fee, Meade Ginnings, Benjamin F. Guthrie, Mamie Harrington (Mrs. Schwartz), Ruth Jeffers, James Alva Koontz, Chas. Murphy, John R. Music, John Davis Marr, Camille Nelson, Henry E. Patterson, Calvin H. Paul, J. T. Ronald, Althea Ringo.

1894—Geo. Washington Atterbery, Hubbard Blair, Wm. T. Batchelar, Mary Porter Burk, Alice Elzira Downing, Warren Mitchell Duffie, William Samuel Eller, Lena Edelen, Julia Emma Freeland, Mary Marguerite Fisher, Ben-

jamin Franklin Gordon, Lina Gore, George Mark Laughlin, Francis Marion Motter, Sadie Martin, John Wilfley Oliver, Martha Owen, William Charles Thompson, Lena Minerva Trowbridge, Annie Woods.

1895—Fred William Alexander, James Perry Boyd, Thomas Austin Craighead, Enoch Marvin Drinkard, Samuel Rodgers Dillman, Alva Erastus Dowell, Dorothea Caroline Foncanon, Ezra Clarence Grim, Jessie Bird Hatcher, Katie Bell Hawkins, Anna C. Hill (Mrs. Wright), Louis Ingold, Lyda McKay, Frances Miller, Joe Shelby Maddox, James Thomas McGee, John Henry Nolen, Maud Owen, Fred Benjamin Owen, Gertrude Phillips, Lena Lucile Storm, Ambrose Dudley Veatch, Julia Alberta Wardner.

1896—Frank Buckner, Ida Brashear, Manville Carothers, Jennie Dodson, Maggie Furtney, August Harman, Edward E. Huffman, Homer A. Higgins, J. A. Hook, Arthur Lee, Mabel Mennie, George Byron Novinger, Louise Rex, Ledrew Esper Ryals, Nell Stone, Zorada Snelling, Arthur T. Sweet, S. E. Seaton.

1897—W. S. Boyd, John C. Bohne, P. E. Burns, C. C. Blue, E. C. Bohon, Aida Evans, Fred Fair, E. E. Funk, Mayme Foncanon, Harry Green, J. L. Gallatin, Myrtle Harlan, Ada Harlan, Frank Heiny, Frank Hoefner, Virginia Holderman, Essie Holmes, Eugene Lake, C. W. Murphy, Milton McMurry, H. Nesse, Martha Petree, Victor Parrish, O. A. Petree, *McDonald Petree, F. H. Potter, Nora Phillips, G. W. Pendergraft, Saida Ragsdale, Carrie Reynolds, A. H. Smith, Lilah Townsend, E. S. Terpenning, A. P. Vaughn, W. I. Woodson.

1898—Amy Bown, Claude S. Brother, Ardelia Dockery, Sallie Davis, Mae Evans, A. D. Foster, A. S. Faulkner, Kate Holdsworth, Hattie Lyon, R. N. Linville, J. D. Luther, O. H. Lind, Birdie Miller, Julia McBeth, Lilly Northcutt, Anna Pile, Albert Pratt, Ethel Ringo, Mary Sullivan, W. E. Shirley, Ray Seitz, W. B. Thornburg.

1899—Cordelia Ashlock, Pansy Bowen, Delos Austin Bragg, Cora C. Buchanan, Gwyn H. Baker, Ellen J. Crockett, Lottie Christine, Lida Corken, Ada Carnahan, John A. DeTienne, Jean Eames, Ida May Finegan, Mabel Gibbons, J. A. Goodwin, Oscar Ingold, Wm. Horace Ivie, Mayme

Lorenz, Bess Hannah Link, Zoa McDowell, G. W. Pauly, Mrs. Lena Pauly, Julia Louise Porter, Jessie Ray, Frank K. Surbeck, E. Claude Smith, John B. Stigall, Nannie Thomas, Britt Payne Taylor, Jas. Hornbuckle Turner.

*Deceased.

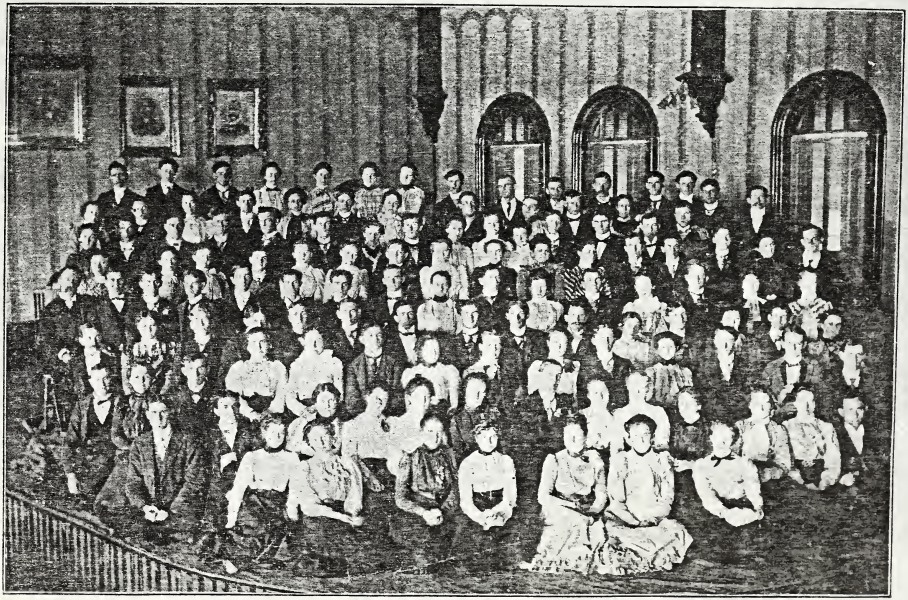
NOTE—Twenty-nine classes have graduated from the full course of this Institution. The Alumni number 496. Their homes are in all states and countries. It has seemed impossible to keep trace of them. So much complaint has been made during the past year on account of inaccuracies in the list of names and addresses that it is now decided to publish only the names and make no effort to give the addresses of the Alumni for the present. During the coming year the President of the School and the officers of the Alumni Association will make a mighty effort to recover the addresses of all members of the Association and issue a correct list, if possible, in the next catalogue. During the past few years the organization of the Alumni Association has been pretty nearly a dead letter. It is the purpose of the officers of the Association to give such a program next year as will bring a large attendance Commencement Week. To this end the President of the School and the Faculty will lend all possible assistance.

## SENIOR CLASS, GRADUATING JUNE 14, 1900.

Adams, Alice.
*Anderson, Susan Luella.
*Baker, Florence.
Barnes, Susie.
Bohrer, E. Grace.
Bovard, Genevieve.
Carmack, J. A.
Caskey, Adah Blanche.
Cochrane, W. Lemuel.
Dockery, Leota Lillian.
Dougherty, Joseph C.
Evans, Ella.
Foncanon, Alice.
Gipson, E. H.
Hall, Blanche.
Hamilton, Robt. Emmet.
Hendricks, Davella.
Heyd, Jacob Wilhelm.
Hill, Essie.
*Jenkins, Vida.
Jones, Roxana Howard.
Kirk, Thos. J.
Laughlin, Harry H.
Lemon, N. June.
Lemon, Sadie.
*Livesay, Bessie Marie.
Long, Emma.
Martin, Elsie Mae.
McMurry, N. F.
Miller, Mary.
*Moorman, J. C.
Mills, Myra.
Northcutt, May E.
Pemberton, Walker S.
*Powell, Lida.
Roberts, Sunie.
Rombauer, Mathilde B.
Scott, Elea B.
Shantz, Rose A.
Smith, Rosa May.
Stone, Stella.
Sansberry, P. O.
Talbot, Mary A.
Turner, James Harrison.
Urban, Fred W.
Urban, William C.
Vaughn, Jessie B.
Webber, Inez.
Westrope, Sadie.
White, Virginia Louise.
Wilkes, Lena.
*Whitacre, E. S.

*Permitted to do a semester's work in one subject or two subjects in summer school and on satisfactory completion of the same to receive diploma August 4, 1900.

SENIOR CLASS, 1900.



SOPHOMORE CLASS, 1900.

## SOPHOMORE CLASS, 1900.

Abplanalp, Ira S.
Adams, Perry.
Adams, Mattie B.
Arnold, S. W.
Ashby, Elizabeth.
Baer, Leone Cass.
Baldridge, J. Sumner.
Ballinger, Zula A.
Beardsley, W. V.
Bledsoe, W. Henry.
Blacklock. David E.
Bondurant, Olney.
Boyes, M. A.
Braden, Homer.
Bridges, D. G.
*Brown, T. A.
Buck, Frank E.
Carrico, Mayme.
Cauthorn, W. E.
Cleaveland, Artie Keller.
Cook, William Henry.
Couch, Isaac F.
Cox, Lucien.
Daniel, Joe A.
Daniel, W. O.
Day, Rubie Vera.
DeTienne, F. B.
Dickson, Charles E.
Dodson, Winnie.
Downing, C. V.
Douglas, Frank C.
Duty, Eloise.
Duty, Mabel Gray.
Eastman, F. W.
Erwin, Alice.
Farmer, Ethel Vivian.
*Funk, Carrie Edna.
Gardner, R. L.
Gooden, Josiah.
Gooden, Naomi.
Gray, Grace.
Hall, Harry D.
Helley, Olivia M.
Heryford, Chas. A.
Hougland, M. M.
Hodges, C. W.
Holland, Anna.
Holloway, Russell E.
Howell, Nannie.
Hausam, Wm.
Hull, Braxie.
Hutcheson, Verna.
Imbler, Henry.
Imbler, L. J.
Imbler, Thomas Warren.
Johnson, Elmer A.
Johnson, Louise.
Kennen, Maud M.
Kerr, Nelson.
Keyte, I. A.
*Kinion, William Parmer
Lafferty, Rosabel.
Leatherwood, W. E.
Loftis, Dessie Rosetta.
Lumpkin, Mabel Edna.
Markey, Minnie.
Markland, R. V.
Mathis, Mary.
McQuoid, Essie.
Meehan, D. W.
Meek, Bell.
Miller, Clara.
Miller, Mabel.
Morelock, E. W. R.
Morris, Thos. A.
Morrey, Sarah Elizabeth.
Morrow, Marie.
Mullins, W. S.
McGee, F. L.
Novinger, E. Leroy.
Omer, Puss.
Pennock, Crosby B.
Pierce, J. A.
*Pew, Emmett.
Riley, W. E.
Risdon, Audrey Delos.
Ruggles, Clara L.
Sanborn, Roy W.
Scott, Lillian.
Schooling, L. P.
See, Kittie N.
Severe, Evelyn F.
Shumate, Maude.
*Simms, Nell N.
Smith, Albert F.
Smith, Georgia.
Smith, Alfie.
Smoot, Isadore.
Smoot, Lelia.
Small, W. L.
Snidow, Antonia.
Somerville, Glen A.
Spicer, D. C.
Springer, Margaret E.
Steiner, W. L.
*Stephen, Margaret J.
Sparling, Martha E.
Tanner, B. F.
Thompson, Leonard M.
Taylor, Mrs. Anna Ross.
Wells, Bessie F.
*Williams, W. M.
Wilhite, Alma.

*Permitted to take a semester's work in one subject or two subjects in summer school and on completion of same to receive certificate. August 4, 1900.

# PUPILS OF THE TRAINING SCHOOL.

## FIRST GRADE.

| BOYS. | GIRLS. |
|---|---|
| Burton, Stanley. | Bramblette, Dora. |
| Bailey, Leland. | Crowder, Hazel. |
| Cornelius, Evans. | Cornelius, Christine. |
| Cupp, Gail. | Lund, Florence. |
| Fahringer, Ernest. | Rombauer, Thelma. |
| Garrison, Roy. | Starr, Lucile. |
| Grant, Richard. | Urech, Bonnie. |
| Link, Virgil. | Wilson, Lucile. |
| Smythe, Carl. | |
| Tenant, Carl. | |
| Willows, Harris. | |

## SECOND GRADE.

| BOYS. | GIRLS. |
|---|---|
| Costolow, Everett. | Bragg, Marie. |
| Mansfield, Bernard. | Branscom, Jessie. |
| Martin, Howard. | Bramblette, Lenore. |
| | Dutcher, Mary. |
| | Kirk, Mary. |
| | Kirk, Pauline. |
| | Powell, Bulah. |
| | Ransom, Mabel. |
| | Tenant, Edna. |
| | Teverbaugh, Hazel. |

## THIRD AND FOURTH GRADES.

| BOYS. | GIRLS. |
|---|---|
| Beatty, Byron. | Bowman, Irene. |
| Hull, Noel. | Carothers, Edith. |
| Landis, Orrin. | Dodson, Olva. |
| | Forbes, Lorena. |
| | Hensley, Gertrude. |
| | McAlpin, Vesta. |
| | Powell, Louise. |

## FIFTH AND SIXTH GRADES.

| BOYS. | GIRLS. |
|---|---|
| Allabach, Lazarus. | Anderson, Okie. |
| Bramblette, Buford. | Craig, Carrie. |
| Carothers, Carl. | Dodson, Byon. |
| Costolow, Albert. | Eberhardt, Vera. |
| Davis, Errett. | Kieth, Clara. |
| Dewell, Paul. | |
| Graham, Carl. | |
| Kirk, Victor. | |
| Miller, Carroll. | |
| McAlpin, Claud. | |
| McCall, Erwin. | |
| Proctor, Heath. | |
| Swearingen, Waldo. | |
| Wilson, Forest. | |

## SEVENTH GRADE.

| BOYS. | GIRLS. |
|---|---|
| Brown, Marcie. | Bramblette, Mattie. |
| Kitselman, Harry. | Beatty, Mary. |
| Ownby, Ben. | Doneghy, Dagmar. |
| Parrish, Clarence. | Dutcher, Marie. |
| Starr, Aura. | McIntyre, Mabel. |
| Sackett, Arthur. | Martin, Ruth. |
| | Proctor, Ruth. |
| | Roberts, Cora. |
| | Ransom, Ethel. |
| | Sneed, Ula. |
| | Willows, Daisy. |
| | Tinsman, May. |

## EIGHTH GRADE.

The members of this class having completed the work of the Training School are to be admitted next year to the Normal School classes.

| BOYS. | GIRLS. |
|---|---|
| Bledsoe, Earl. | Bramblette, Belva. |
| Bramblette, Otis. | Meeks, Hazel. |
| Doneghy, Thomas. | Miller, Dora. |
| Keyte, Willie. | McReynolds, Leila. |
| Smoot, Charlie. | Moyer, Bulah. |
| Sigler, Vane. | Noe, Minnie. |
| | Smith, Cleva. |

# LIST OF STUDENTS OF 1899-1900, WITH RE-CLASSIFICATION FOR 1900-1901.

(This re-classification is believed to be very nearly correct. If it contains any errors they will be corrected when students present themselves for re-entrance).

SENIORS.

*Adams, Alice .....Kirksville
Adams, Claude B.....Higbee
Adams, Mattie .....Kirksville
Allen, Effa .....Memphis
*Anderson, Lena E.....Kirksville
Arnold, S. W.....Emery
Bailey, Myrtle .....Elsberry
Baker, Edna .....Kirksville
*Baker, Florence .....Kirksville
*Barnes, Susie .....Tarkio
*Bohrer, Grace .....Monroe
Boue, Vera J.....Lodi, Ill.
*Bovard, Genevieve .....Maryville
Brewer, Basil .....Kirksville
*Carmack, J. A.....Milan
*Claskey, Adah .....Kirksville
Cleaveland, Artie .....Monticello
*Cochrane, W. S.....Moulton, Ia.
Crockett, G. R.....Hamilton
*Dockery, Leota .....Kirksville
*Dougherty, J. C.....Cairo
Earhart, Anna .....Kirksville
Eaton, C. V.....Shelbyville
Erwin, Alice .....Houston
*Evans, Ella .....Maryville
Evans, T. M.....Kirksville
Fair, Eugene .....Blue Ridge
Floyd, Nora .....Kirksville
*Foncanon, Alice .....Kirksville
Forsythe, Daisy .....Kirksville
Gilbousen, Mabel .....Kahoka
Gill, Alta .....Kirksville
*Gipson, E. H.....Lagonda
Greenwood, Mary C.....Kirksville
*Hall, Blanche .....Kirksville
Hall, Frank .....Edina
Hall, Wannee .....Galt
*Hamilton, R. E.....Kirksville
Hawkins, G. L.....Hematite
*Hendricks, Davella...Monroe City
Hennon, Vena .....Kirksville
Heryford, C. A.....Hale
*Heyd, J. W.....Kirksville
*Hill, Essie .....Holliday
Hull, Braxie .....Kirksville
Ingrum, Marie .....Belton
*Jenkins, Vida E.....Harris
*Jones, Roxie .....Boynton
Kerr, Nelson .....Edgerton

SENIORS.

*Laughlin, H. H.....Kirksville
*Lemon, Neil .....Clearmont
*Lemon, Sadie .....Clearmont
*Livesay, Bessie .....Paris
*Long, Emma .....Kirksville
Lorenz, Alta .....Kirksville
*Martin, Elsie Mae.....Troy
McGee, F. L.....Young's Creek
McKay, E. A.....Knox City
*McMurry, N. F.....Kirksville
*Miller, Mary .....Memphis
*Mills, Myra .....Kirksville
Mitchell, T. M.....Renick
*Moorman, J. C.....Maryville
Nicholas, Susan .....Kirksville
*Northcutt, May .....Knox City
Oliver, A. R.....Wellsville
*Pemberton, W. S.....Armstrong
Petree, Lettie .....Kirksville
Petree, Nora .....Kirksville
Porter, Mary E.....Kirksville
*Powell, Lyda .....Mexico
Reedal, Erma G.....Kirksville
Reed, Minnie .....Millard
Riggs, N. R.....Lawson
*Roberts, Susie .....Carrollton
*Rombauer, Mathilde ....Kirksville
Sanborn, Roy W.....Kirksville
*Sansberry, P. O.....Queen City
*Scott, Elea B.....Monticello
Seitz, E. B.....Richmond, Ind.
*Shantz, Rose A..Brownsville, Neb.
Six, B. P.....Kirksville
*Smith, Rosa May.....Monroe City
*Stone, Stella .....Paris
Stringer, Geo. J.....Humphreys
*Talbot, Mary ..... ...Fayette
Taylor, J. A.....Novelty
*Turner, J. H.....Goldsberry
*Urban, Fred W.....Stewartsville
*Urban, W. C.....Stewartsville
*Vaughn, Jessie .....Paris
*Webber, Inez .....Brock
*Westrope, Sadie .....Chillicothe
Whitacre, Ed. S.....Kirksville
*White, Virginia .....Kirksville
*Wilkes, Lena .....Kirksville
Willard, Mamie .....Kirksville
Witmer, Bessie .....Kirksville

*Seniors of 1899-1900.

NOTE—At time of going to press 102 are enrolled in the Summer School. Their names and classification will be given in the next catalogue.

JUNIORS.

Abplanalp, I. S. ..... Denver
Adams, Perry ..... Kirksville
Anderson, Mabel ..... Kirksville
Ashby, Elizabeth ..... Hurdland
Baer, Leone Cass ..... Kirksville
Baker, J. B. ..... Kirksville
Baldridge, J. Summer ..... Newtown
Ballinger, Zula ..... Kirksville
Barker, Ray ..... Kirksville
Beardsley, W. V. ..... Kirksville
Beck, Roy L. ..... Gamma
Bennett, Frank .... Jackson, Mich.
Bennett, G. F. ..... Chatsworth
Blacklock, D. E. ..... King City
Bledsoe, Henry ..... Kirksville
Bledsoe, Willis ..... Queen City
Bondurant, Olney ..... Bethany
Boucher, M. D. ..... Cairo
Boyes, M. A. ..... Auxvasse
Braden, Homer ..... Jamesport
Brewer, Jessie ..... Kirksville
Bridges, D. G. ..... Denver
Browning, H. B. ..... Molino
Browning, J. J. ..... Molino
Brown, T. A. ..... Trenton
Buck, Frank E. ..... Lacrosse
Carrico, Mayme ..... Cross Keys
Cash, Courtney ..... Frankford
Cauthorn, Wm. ..... Molino
Cook, W. H. ..... Sidney
Coppers, A. F. ..... Kenwood
Couch, I. F. ..... Westville
Cox, L. M. ..... Cox
Cunningham, Mary ..... Madison
Dance, G. N. ..... Tolona
Daniel, Joe ..... Maud
Daniel, W. O. ..... Maud
Day, Rubie V. ..... Cairo
Delaney, Guss ..... Hurdland
De Tienne, F. B. ..... Vandalia
Dickson, C. E. ..... Kirksville
Dodson, Winnie J. ..... Kirksville
Douglas, F. C. ..... Venice
Downing, C. V. ..... Kirksville
Drinkard, Ethel ..... Kirksville
Duty, Eloise ..... Peakeville
Duty, Mabel G. ..... Peakeville
Eastman, F. W. ..... Winston
Farmer, Ethel ..... Middletown
Finegan, Retta ..... Kirksville
Foster, G. P. ..... Haseville
Funk, Edna ..... Kirksville
Gardner, R. L. ..... Dudley, Ia.
Gooden, Cora ..... Kirksville
Gooden, Josiah ..... Kirksville
Gooden, Naomi ..... Kirksville
Gooden, Wm. ..... Kirksville
Gray, Grace ..... Parnell City
Griffin, Alice ..... Kirksville
Griffin, Nellie ..... Kirksville
Hall, H. D. ..... Woodlawn
Hamilton, Elsie ..... Kirksville
Hargis, J. F. ..... Lancaster
Harrington, Martha ..... Kirksville
Harris, Ollie ..... Burton

JUNIORS.

Hausam, Wm. ..... Stewartsville
Heiny, J. D. ..... Kirksville
Helley, Olivia ..... New Haven
Hennon, C. L. ..... Kirksville
Heyd, Frank ..... Kirksville
Hodges, C. W. ..... Unionville
Holland, Anna ..... Callao
Holloway, R. B. ..... Rowena
Hopewell, Lula ..... Kirksville
Hougland, M. M. ..... Elgin
Howell, Nannie ..... Maysville
Hutcheson, Verna ..... Kirksville
Imbler, H. D. ..... Kirksville
Imbler, L. J. ..... Kirksville
Imbler, T. W. ..... Kirksville
James, Geo. ..... Lucerne
Johnson, Elmer A. ..... Kirksville
Johnson, Louisa ..... Kirksville
Kennen, Maud ..... Laddonia
Keyte, I. A. ..... Kirksville
Kinlon, W. P. ..... Cainsville
Lafferty, Rosa ..... Middletown
Leatherwood, W. H. .....
Loftiss, Dessie ..... Kirksville
Lumpkin, Mabel ..... Jamesport
Mathis, Mary ..... Stevener, Mont.
May, Helen .... Crawfordsville, Ind.
McIntyre, Ida ..... Kirksville
McLain, W. M. ..... Williamstown
McQuoid, Essie ..... Rutledge
Means, R. O. ..... Clarksdale
Meehan, D. W. ..... Lewiston
Meek, Bell ..... Weatherby
Miller, Clara ..... Greentop
Miller, Mabel ..... Queen City
Mills, Carrie ..... Kirksville
Morelock, Daisy ..... Stahl
Morelock, Raymond ..... Stahl
Morrey, Elizabeth ..... Bucklin
Morris, T. A. ..... Winigan
Morrow, Marie ..... Kirksville
Mullins, W. S. ..... Omaha
Newton, Bert ..... Macon
Novinger, C. L. ..... Stahl
Omer, Puss ..... Kirksville
Pennock, Crosby .. Lansdowne, Pa.
Pew, Emmett ..... Middletown
Pierce, J. A. ..... La Belle
Riley, W. E. ..... La Plata
Risdon, A. D. ..... Kirksville
Rodgers, Ethel ..... Judson
Rudasill, Lucy ..... Hollensville
Ruggles, Clara .... Duncan's Bridge
Rule, Lena ..... Nashua
Sands, Effie ..... Brashear
Schooling, L. P. ..... Moberly
Scott, Lillian ..... Monticello
Scott, Ora V. ..... Osaka
See, Kittie ..... Granville
Severe, Eva ..... Cainsville
Shoop, Bertha ..... Sibley's Point
Shumate, Maud ..... Amity
Sickels, Bell ..... Vandalia
Sims, Nelle ..... Milan
Small, W. L. ..... Fairfax

JUNIORS.

Smith, A. F.....Anabel
Smith, Alfie .....Kirksville
Smith, Georgia .....Kirksville
Smoot, Isadore .....Kirksville
Smoot, Lelia .....Downing
Snidow, Antonia .....Madison
Somerville, Glen A.....Milan
Sperling, Martha .....Kirksville
Spicer, D. C.....Filmore
Springer, Elizabeth ....Decatur, Ia.
Stelner, Wm. .....New Haven
Stelle, Jas M.....Taylorville, Ill.

SOPHOMORES.

Adams, N. A.....Rutledge
Allen, G. C.....Memphis
Alverson, R. C.....Strother
Atkinson, C. A.....Knox City
Baldridge, Bessie .....Kirksville
Baltzell, J. E.....Deer Ridge
Beecher, Carrie .....Millard
Bishoff, Margaret .....Coin, Ia.
Black, May B.....Adair
Bowman, Pearle .....Kirksville
Bowman, Zella M.....Kirksville
Brown, Fleta C.....Kirksville
Broyles, Galen .....Kirksville
Buchanan, C. C.....Kirksville
Burton, W. B.....Firth
Carter, C. L.....Hallsville
Carter, Elmer .....Hatfield
Carter, Ethylene C.....Kirksville
Chappell, Leona .....Kirksville
Clark, B. A.....Kirksville
Cole, Eliza .....Kirksville
Cole, R. S.....Kirksville
Collins, Bash .....Trenton
Conner, Willia .....Sublette
Crabtree, Dollye .....Kirksville
Daniel, Iva M.....Maud
Darr, S. P.....Browning
Davis, Bert .....Kirksville
Dodson, Fannie J.....Kirksville
Doneghy, R. P.....Kirksville
Dralle, Fred W.....La Belle
Eaton, Anna M.....Shelbina
Elder, W. D.....Peakesville
Eubank, E. C.....Mount Airy
Evans, Bertha .....Kirksville
Evans, Margaret .....Kirksville
Finch, Jennie .....Kirksville
Gooding, C. J.....Macon
Greenley, Anna .....Hedge City
Griffin, J. W.....Kirksville
Griggs, R. E.....Hedge City
Handlon, L. I.....Acasto
Hawkins, Edna .....Hematite
Heaton, J. D.....Ethel
Heiny, Agnes .....Kirksville
Heyd, Carrie .....Kirksville
Holloway, Mabel.....Queen City
Holtzclaw, Arthur .....Higbee
Horn, I. M.....Wyconda
Howley, Della .....Kirksville

JUNIORS.

Stephen, Margaret J....Peakesville
Tanner, B. F.....Lennox, S. D.
Taylor, Mrs. Anna.....Novelty
Thompson, Leonard .....Osborne
Townsend, Jennie .....Kirksville
Tummond, Lela .....Kirksville
Tyler, J. W.....Kirksville
Walker, Cora .L.....Kirksville
Wells, Bessie .....Hurdland
Wilhite, Alma .....Rocheport
Williams, W. M.....Benbow

SOPHOMORES.

Hull, L. C.....Kirksville
Humphrey, D. W.....Hurdland
Irwin, E. S.....Lewistown
Ivle, Emma .....Kirksville
Kelley, Thos. T.....Memphis
Keyte, Lena .....Kirksville
Kling, W. N.....Skinner
Kirk, Lester .....Mt. Carmel
Langford, J. L.....Kirksville
Langford, Lenna .....Kirksville
Lemou, H. A.....Clearmont
Lewis, Louise .....Centerville, Ia.
Link, Eunice .....Kirksville
Lorenz, Bessie .....Kirksville
Luman, F. E.....Hitt
Maddox, Jesse .....Ash
Markland, R. V.....Armstrong
Markey, Minnie .....Kirksville
Marshall, Mrs. L. Mae.....Phila.
Mayo, C. P.....Mt. Airy
McClellan, Alonzo .....Lawn City
McClure, W. F.....Jamesport
McHendry, Mabel .....Kirksville
McIntyre, D. F.....Kirksville
McIntyre, J. R.....Kirksville
McMichael, J. D.....Kirksville
McMichael, Lula .....Kirksville
Meara, Jno. .....Glenwood
Meredith, A. L.....Knox City
Millay, Ada .....Kirksville
Miller, Cora .....Brashear
Miller, J. A.....Kirksville
Minton, D. H.....Fortescue
Minton, Robt. .....Fortescue
Minton, W. H.....Fortescue
Mitchell, Arthur .....Kirksville
Murdy, Newt. .....Moulton, Ia.
Nance, F. B.....Civil Bend
Nichols, Myrtle....Burlington Junc.
Nichols, Cassie .....Kirksville
Nichols, Oleta .....Fulton
Novinger, Blanche .....Danforth
Ogle, C. E.....Blogham, Ia.
Owenby, Emma .....Kirksville
Patterson, A. M.....Hurdland
Pflager, Clara .....Bosworth
Phillips, A. L.....Green City
Poehlman, G. C.....Macon
Poe, S. L.....College Mound
Porter, Laura W.....Kirksville

SOPHOMORES.

Powell, Ollie .....Kirksville
Powell, Tilden .....Purdin
Pratt, W. W.....Galt
Ritcher, Golden .....Kirksville
Riley, G. W.....Madison
Ringo, Eugenia .....Kirksville
Roberts, L. D.....Kirksville
Rogers, Warren .....Easton
Romjue, M. A.....Love Lake
Roush, Nellie .....Maysville
Royer, J. E. Jr.....Holliday
Sandry, W. J.....Danforth
Sansberry, C. W.....Thompson
Scott, Jno. A.....Evansville
Sears, Mayme .....Kirksville
See, S. C.....Tulip
Sidener, Anna L.....Maud
Simms, Minnie B.....Saling
Sipple, E. M.....Bucklin
Smith, Anna .....Unionville

SOPHOMORES.

Smoot, Mattie .....Downing
Snedeker, Chas. .....Kirksville
Snyder, H. T.....Armstrong
Sparks, Thos. E.....Holliday
Speer, Olive .....Gorin
Sprouse, Nathan .....Roada
Stacy, W. O.....Queen City
Stewart, J. E.....Unionville
Sweet, E. B.....Kirksville
Sykes, Lottie .....LaBelle
Tealson, Cynthia .....Sturgeon
Trick, Vera .....Chicago, Ill.
Walters, H. L.....Stahl
Wescott, L. R.....Rutledge
Wilkes, Eunice .....Kirksville
Wilson, O. J.....Hopkins
Wilson, Stella .....La Plata
Woods, Florence .....Enterprise
Wright, W. B.....Milan
Young, Bertha .....Downing

FRESHMEN.

Alexander, C. F.....Kirksville
Alexander, Mona..Duncan's Bridge
Alexander, Maude .....Kirksville
Anderson, Minnie .....La Belle
Archer, Mary .....Graysville
Ashworth, Wm. .....Downing
Ayers, C. L.....Alanta
Bachman, Clyde .....Kirksville
Barker, J. W.....Welch
Barnes, M. H.....Tulip
Barnes, P. J.....Kirksville
Baxter, Olive .....Palmyra
Belshe, Claude .....Trenton
Beseler, Grace .....Revere
Beucler, Jno. .....Revere
Billington, Eva, .....Wilmathville
Bledsoe, Williard.....Queen City
Bodle, J. H.....Adair
Bogle, Leona .....Coatesville
Boring, Carrie .....Locust Hill
Boring, Mollie.....Locust Hill
Boyd, C. L.....La Plata
Boyer, Mary .....Festus
Boyes, Laura L.....Auxvasse
Bram, Esther .....Allendale
Brashear, Everette .....Kirksville
Brogan, Lucy .....Jacksonville
Browning, Anna .....Unity
Browning, M. P.....Unity
Brown, W. I.....Baring
Buck, Chas. L.....Lacrosse
Buck, Ethey1 .....St. John
Bulkley, C. H.....Walnut
Bulkley, Stella .....Walnut
Bundy, Daisy .....Millard
Burns, Hallie R.....Kirksville
Calvert, A. K. S.....Ashton
Calvert, O. N.....Ashton
Campbell, Eva .....Winigan
Carpenter, A. M.....Amity
Carothers, E. D.....Kirksville

FRESHMEN.

Caskey, Nellie .....Kirksville
Cavett, Wm. .....Lowry City
Chambers, Ida .....Glenwood
Chappell, O. H.....Sidney, Ia.
Clapper, F. F.....Stoutsville
Clardy, Finis .....Ethel
Clayton, A. L.....Lowndes
Clements, J. C.....Gibbs
Cole, Minnie .....Bullion
Collier, May .....Lemonville
Collins, Julia V.....Trenton
Conner, Ellor .....Kirksville
Cook, M. E.....Novinger
Cornmesser, B. L.....Pennville
Cover, Violet .....Kirksville
Cox, Ollie .....Cox
Crawford, A. C.....Millard
Crawford, Baxter .....Millard
Crow, Martin .....Kirksville
Crump, Florence .....Castle
Daniel, Thos. .....Maud
Davis, Elma .....Green City
Davisson, Callie .....Millard
Day, Millard .....Bullion
Deveney, Anna .....Edina
DeWitt, Eunice .....Reger
DeWitt, Mary .....Reger
Dorian, P. C.....Edina
Doze, Floy .....Green Castle
Drummond, E. E.....Stahl
Dunbar, Nellie .....Hartford
Dye, Dott .....Seney
Earhart, Willie A.....Kirksville
Eaton, Maggie .....Shelbina
Eddy, Minine .....Kirksville
Edwards, Jessie .....Kirksville
Eitel, Lena .....Kirksville
Ellison, J. H.....Fabius
Englehart, F. A.....Brashear
Evans, Anne .....Kirksville
Evans, C. C.....Trenton

FRESHMEN.

Byers, Susie ..... St. Patrick
Fahringer, Mrs. S. J. ..... Kahoka
Farmer, Thomas ..... Powersville
Farnsworth, W. T. ..... Madisonville
Fish, A. V. ..... Kirksville
Fish, W. E. ..... Kirksville
Fisher, John ..... Hurdland
Flanagan, ..... Lula
Flesher, Wm. J. ..... Judson
Fountain, Maud ..... Salting
Forquer, Vesta ..... Kirksville
Fry, Leonard ..... Paradise
Gillispie, J. V. ..... Adair
Golden, Ole ..... Hurdland
Gordon, Coral ..... Frankford
Gordon, Pearl ..... Frankford
Greenley, Maude ..... Hedge City
Gregg, Emma ..... Kirksville
Griffin, Finis ..... Kirksville
Griffin, O. B. ..... Atlanta
Grubb, E. A. ..... Kirksville
Gunnells, Sarah ..... La Plata
Haddock, T. J. ..... Lowndes
Haller, Emmor ..... Kirksville
Harding, Festus ..... Allendale
Hardinger, T. S. ..... Sorrell
Hardy, Mae ..... Novelty
Harr, F. D. ..... Anson
Harr, Jennie ..... Anson
Harris, E. A. ..... Delpha
Hassank, Ara ..... Kirksville
Hauser, J. T. ..... Kirksville
Heaton, O. E. ..... Green City
Hickey, Katie ..... Adair
Hickman, C. H. ..... Sibley's Point
Hickman, Lillie ..... Sibley's Point
Hill, H. B. ..... Green City
Hogan, Mabel ..... Kirksville
Holland, W. K. ..... Sedalia
Holloway, Walter ..... Kirksville
Holman, Minine ..... Nefy
Holt, Claude F. ..... Guthrie
Hopewell, Claud ..... Kirksville
Howard, Maggie ..... Lucerne
Howard, Nannie ..... Lucerne
Howerton, W. H. ..... Hurdland
Huffman, Mamie ..... Kirksville
Hughs, C. M. ..... Sibley's Point
Humphreys, J. C. ..... Humphreys
Humphreys, Pauline ..... Humphreys
Hutton, Nell ..... Woodville
Irwin, S. H. ..... Green City
Jackson, Courtney ..... Huntsville
Jaynes, Norman ..... Osgood
Jewell, Cora May ..... Howland
Jones, J. A. L. ..... Nelsonville
Kellogg, Artie ..... Bullion
Kendrick, Joe ..... La Belle
Kendrick, Wm. ..... La Belle
Kerr, Mrs. Nelson ..... Edgerton
King, H. J. ..... Revere
Knapp, C. L. ..... Goldsbury
Knapp, G. W. ..... Kirksville
Knapp, Margaret ..... Sidney
Knapp, Rose ..... Kirksville

FRESHMEN.

Leslie, O. A. ..... Deer Ridge
Levengood, Eva ..... Deer Ridge
Lile, Chas. ..... Goldsberry
Livesay, Alice ..... Grayville
Loftis, Ada ..... Kirksville
Maack, Fannie ..... Kirksville
Maggart, C. H. ..... Milan
Majors, Raymond ..... Kirksville
Marksbury, H. ..... Emerson
Markey, Hattie ..... Kirksville
Martin, C. L. ..... Cincinnati, Ia.
Martin, Ella ..... Kahoka
Martin, Roxie ..... Unionville
Mathews, Evett ..... Revere
Mathews, Bertha ..... Revere
Mathis, Luke ..... Trenton
Matthew, D. W. ..... Pennville
Mayhugh, Martha ..... Rothville
McCabe, Florence ..... Kirksville
McClanahan, C. C. ..... Nind
McCollum, W. ..... Leverton
McCune, Kelly ..... Clark
McCoy, Carrie ..... Kirksville
McDavitt, Mayme ..... Elmer
McGee, F. F. ..... Lucerne
McGee, Ora ..... Spencerburg
McKenney, J. A. ..... Maywood
McMillan, W. O. ..... Pure Air
McNally, Miles ..... Lewiston
McReynolds, Chas. ..... La Plata
Meara, Thos. ..... Glenwood
Meals, Susie ..... Renick
Miller, Lowa ..... Kirksville
Miller, Nellie A. ..... Avalon
Miller, Phoebe ..... Greentop
Million, Viola ..... Woodlawn
Nixon, F. L. ..... Kirksville
Morelock, Isabelle ..... Stahl
Morris, O. B. ..... Winigan
Motter, N. P. ..... Tegley
Muldoon, Teresa ..... Adair
Newcomb, G. F. ..... La Plata
Newcomb, Marion ..... Kirksville
Nicholas, Jas. ..... Millard
Nisbet, Pollie N. ..... Bullion
Novinger, Maude ..... Novinger
Oberg, Grant ..... Osborne
Omer, Lottie ..... Kirksville
Overfelt, Geo. ..... Marion
Passwater, Clay ..... Bullion
Passwater, Lena ..... Bullion
Pearson, Fred ..... Eagleville
Pitts, Fred ..... Knox City
Pope, Ruhama ..... Nefy
Porter, Pearl ..... Hurdland
Powell, Bodie ..... Purdin
Powell, Ernest ..... Purdin
Posey, Norris ..... Green City
Probst, Genevieve ..... Kirksville
Purdin, Minnie ..... Hurdland
Rahe, Anna ..... Bullion
Ratliff, F. H. ..... Sperry
Ratliff, Herman ..... Ethel
Reedal, Geo. ..... Kirksville
Reger, Maud ..... Reger

FRESHMEN.

Roberts, C. A.....Kirksville
Robertson, Anna .....Pleyna
Rust, L. C.....Kirksville
Rust, Otto .....Kirksville
Rutherford, Earl .....Kirksville
Ryan, Gertie .....Kirksville
Ryther, Flora .....Macon
Sandry, Bertha .....Danforth
Sears, Clara .....Kirksville
Sees, Retta .....Kirksville
Self, Eugene .....La Plata
Sebastian, May .....Granville
Shain, Ed. .....Kirksville
Shelton, C. R.....Pollock
Sherer, Emma .....Chapel
Sherer, Lee .....Chapel
Shumaker, Ora .....Lindenville
Smiley, L. E.....Santa Fe
Smoot, Anna .....Hazelville
Spangler, Homer .....Bullion
Starr, Lee N.....Kirksville
Stephen, Fearls.....Middle Grove
Stephenson, D. I.....Kirksville
Stewart, Della .....Nefy
Stokes, Emma .....Guthrie
Stone, Hetta .....Hitt
Strock, Airy .....Brashear
Strah, C. E.....Anson
Strah, J. E.....Anson
Swanson, A. .....Greentop
Swanson, Chas. .....Greentop

FRESHMEN.

Swett, Everette .....Kirksville
Switzer, Elder .....Snowdon
Tallman, Chas. .....Winigan
Terry, Irene .....Greentop
Terry, R. E.....Green City
Thompson, E. E.....Bullion
Thompson, Wallace .....Hurdland
Throckmorton, Lillie.....La Belle
Underwood, E. H.....Bachelor
Vanlaningham, Lula...Green Castle
Van Pelt, Geo.....Love Lake
Vaughn, C. E.....Kirksville
Wade, Lewis .....Kahoka
Wade, Ophelia .....Kahoka
Walters, Maude.....Green Castle
Whiteside, Eva .....Apex
Whitesides, Viola .....Paris
Whittom, Jas. .....Downing
Williams, N. O.....Sp rry
Willoughby, Effie .....Kirksville
Wilson, Hettle .....Utica
Wingerter, Clara .....Boring
Wingerter, Minerva .....Boring
Wolf, C. A.....Nind
Wolf, Caroline .....Nind
Wood, Mary.....Levick's Mill
Woodruff, H. A.....Omaha
Young, Clara .....Greentop
Young, H. B.....Greentop
Young, S. M.....Argyle